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# TEACHER'S SOURCEBOOK

LEVEL 6

THORN..IRWIN

EXPRESSWAYS

A CORE PROGRAM IN READING, WRITING, LISTENING, SPEAKING

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# EXPRESSWAYS

## TEACHER'S SOURCEBOOK LEVEL 6

Elizabeth A. Thorn

Joan M. Irwin



Gage Educational Publishing Limited



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1 2 3 4 5 6 7 8 9 GL 81 80 79 78



# Listening Selections

A listing of the stories and poems that are used within the units is provided here for your convenience.


<i>Lion at School</i>	Philippa Pearce	5
<i>Mr. Moon: A Song of the Little People</i>	Bliss Carman	10
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# Expressways


An integrated language arts program in seven levels  
for the early elementary school years.

Level 1  
Level 2  
Level 3




Grade 1

Level 4  
Level 5



Grade 2

Level 6  
Level 7



Grade 3

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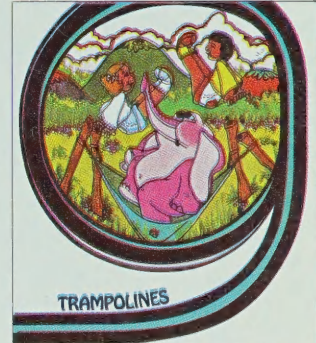
# Expressways

## Core Materials Grade 3: Levels 6 and 7

### Pupil's Books



Level 6



Level 7

### Pupil's Workbooks



Level 6



Level 7

### Teacher's Sourcebooks



Level 6



Level 7



# Expressways

## Ancillary Materials    Levels 6 and 7

### Phonics Workbook

One workbook for Levels 6 and 7 provides extra practice with phonic elements taught in Levels 6 and 7



### Teacher's Edition of the Workbooks

overprinted with responses to the exercises for teacher convenience



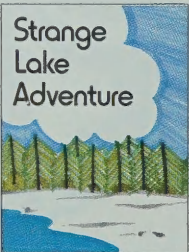
Level 6



Level 7

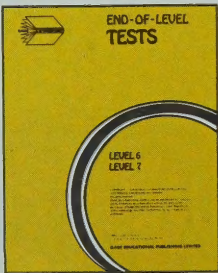
### Strange Lake Adventure

A short novel of adventure written, by a teacher, for 8-and 9-year-old pupils



### Tests

End-of-level tests on ditto masters



### Spelling Game

Contains colorful gameboard, playing cards, and spelling lists.





# Expressways

## Authors



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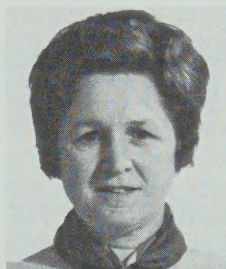


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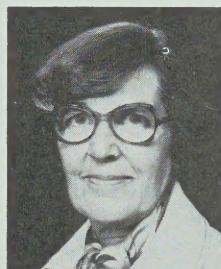
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## Expressways

An integrated language arts program designed to develop the language competence of children in the early years of the elementary school

### Basic Assumptions

1. Language has four strands — the receptive components, listening and reading, and the expressive components, speaking and writing — and competency in each is important to the individual. A language program should be cognizant of and plan for pupil growth in each component.
2. The four strands of language are interrelated and interdependent. A language program should be organized so that experiences in one area are related to, and reinforce learning in, the other areas.
3. Language grows and develops in relation to experience. A language program should capitalize on children's actual experiences and provide vicarious experiences that extend and enrich their backgrounds.
4. Language is used to communicate with other people. Usually it is learned best in social situations that provide opportunities for interaction.
5. Language is a vehicle for thinking, used in establishing relationships among experiences and in organizing and refining ideas. A language program should provide content and situations that stimulate thinking through language.
6. Language presentations take many forms. A language program should provide experience with varied forms of oral presentations (discussions, conversations, storytelling, drama, and so on) and varied forms of written presentations (stories, essays, poems, and so on).
7. Language is often used in relation to visual materials. A language program should help children to relate ideas presented in pictures, diagrams, and so on, to ideas presented in oral or written language.

### Program Goals

The goal of the *Expressways* program is that children will develop language competence commensurate with their potential and stages of development. More specifically, the children will:

- **listen** effectively in a variety of situations
- develop the skills of word perception and interpretation essential to interpreting and evaluating ideas expressed in oral language
- appreciate prose and poetry that is presented orally
- recognize listening as an important method of obtaining information and sharing in the ideas of other people
- **speak** fluently in a variety of situations
- express their ideas, thoughts, and feelings, clearly and confidently
- describe real and vicarious experiences
- use oral language to recall and relate experiences
- develop and refine ideas through oral language
- develop a positive attitude towards speaking as a means of organizing and communicating ideas
- enjoy **reading** a variety of kinds of writing
- develop the skills of word perception and interpretation essential to interpreting and evaluating the ideas expressed in written language
- choose to read independently for a variety of purposes
- recognize reading as an important method of obtaining information and sharing in the ideas of other people
- express their ideas, thoughts, and feelings clearly and confidently in **written** language
- use written language as expression and as record
- develop and refine ideas through written language
- become familiar with the conventions of written form, including handwriting, spelling, and punctuation
- become familiar with a variety of forms of writing
- develop a positive attitude towards writing as a means of organizing and communicating ideas



# Expressways

promotes the development of competence in

## listening

by providing

— child-centred, thought-provoking material to ensure development of skill in listening to, and reacting to, ideas:

- stories
- poems
- factual selections
- sets of directions
- riddles
- games

— teacher presentation of listening selections and lessons to ensure that pupils will

- attend to oral presentations
- sustain attention for increasing periods of time
- react to the ideas expressed in oral presentations
- listen to the ideas of others about oral presentations
- recognize sounds
- discriminate sounds

— directed instructional activities to ensure that pupils will

- listen for a variety of purposes
- understand meanings of words in spoken context
- recall details accurately
- recall main idea
- summarize ideas
- recognize relationships — sequence; cause-effect; time; space
- relate personal experiences and opinions
- follow oral directions
- distinguish fact, fiction, and fancy
- make inferences
- sense emotional reactions
- form sensory images
- appreciate prose and poetry presented orally

## Activity 11

"The Wind and the Loaf": Listening to a story  
Forming sensory impressions  
Distinguishing fact and fancy  
Noting important details

Have pupils listen as you read the story "The Wind and the Loaf," then answer the questions at the end of each section.

### THE WIND AND THE LOAF

Once upon a time a little wind grew tired of playing with the leaves and decided to have some fun. "I could tangle up some washing on the lines," he thought, "but I've done that before. I could blow down a TV aerial or two, but that's not much fun, either. I know what I'll do." And the wind went skipping over the rooftops looking for someone to play a new trick on.

Now it happened that this was Saturday, and Saturday was the day that old Mrs. Poompersnitz always had baked beans and brown bread for her supper. But today when she peeked in the high cupboard there was nothing left but the dry heel of the loaf. Just then she saw the postman coming up the hill.

"Oh, Mr. Postman," she called from the window. "Do stop at the store and tell them to send me up a loaf . . . brown . . . and some milk, please."

The little wind had been lurking around the window, and now he laughed as he caught the words and twisted the sounds around and snuffled and muffled and gruffled them until by the time he tossed them to the postman they sounded like this: "Oh, Mr. Postman, do stop at the store and tell them to send me up a coat . . . brown silk, please."

"Brown silk coat for Mrs. Poompersnitz," the postman said as he marched down the hill. "Brown silk coat, well, that's easy enough to remember."

By and by the postman grew tired, and he sat down to rest. Soon he saw Jenny Newton pedalling furiously along on her bicycle. "Ah, she goes right by the store, and my feet are so tired," the postman thought.

"Jenny Newton," he called. "Do stop at the store and tell them to send Mrs. Poompersnitz a brown silk coat, please."

How the little wind gurgled and laughed over that one. And when he threw it back, what Jennie heard was this: "A brown, silky goat, please."

"Ho, ho, a brown, silky goat, please," Jennie sang as she pedalled off. But by and by she saw some children playing ball and stopped to play with them. As she swung off her bicycle, she saw little Mr. Tottersby walking slowly down the street with a market basket over his arm.

"Oh, Mr. Tottersby," Jennie called. "Do tell them at the store to send

## Activity 6

"Emma, said Sam": Listening to a poem  
Preparing choral presentations

relate poem to personal experience

attend to a poem

form sensory impressions

Tell pupils that the poem is about two children who go sightseeing.

Have pupils suggest things the children could have travelled on.

Read the poem at least twice. In the second reading, have pupils listen for expressions that tell how the train, plane, and children moved.

### EMMA, SAID SAM

Emma, said Sam  
Let's go away  
Let's go away  
And sightsee today  
So they  
Took a train  
And  
Chug-a-lug lugged  
And they  
Clicketty clacketty  
Clug clug clugged  
And they  
Bounced! Bounced! Bounced!

Emma, said Sam  
Let's go away  
Let's go away  
And sightsee today

Emma, said Sam  
Let's go away  
Let's go away  
And sightsee today  
So they  
Went on foot  
And they  
Tramped and stamped  
Ran in the rain  
Skipped in the sun  
Larked in the park  
Splashed in the sea  
And then  
They were hungry  
And thought  
About tea  
So they  
Tiptoeed

## Activity 5

Following directions  
"Giant Steps and Baby Steps": Reading to follow directions for a game

**Note:** Pupil directions have been included on most Workbook pages to give pupils some experience in reading and following directions. It is important that pupils follow these carefully, noting such words as circle, underline, and so on. (While it makes little difference in an exercise whether a word is circled or underlined, pupils should develop a habit of accuracy in following directions.)

1. With pupils, study the directions for the first several Workbook pages. Have them circle key words in the directions.

2. Duplicate the directions for the game "Giant Steps and Baby Steps."

### GIANT STEPS AND BABY STEPS

Number of players: It is best to have at least five or six. Choose a leader.

The leader stands on a line facing the players. The players stand on another line 10 to 25 metres in front of the leader. The players must move forward to the leader's line. The first one to cross it is the winner and is the new leader.

The leader tells each player, in turn, how many steps to take (never more than five) and how big the steps can be. There are three kinds of steps: baby steps that are about the length of the player's foot; regular steps; and giant steps that are as long as the player can make them.

Expressways

promotes the development of competence in

speaking

by providing

— child-centred materials to stimulate the use of oral language in a variety of situations:

- pictures
- picture sequences
- stories and poems
- direct experiences

— instructional activities to ensure that pupils will

- use oral language for a variety of purposes
- react to ideas in oral presentations and pictured situations
- respond to the ideas of others
- express ideas in sentences
- use varied sentence patterns
- express ideas in sequence
- use precise vocabulary
- dictate sentences for recording in group and individual compositions
- dramatize
- retell stories
- tell a story in sequence
- reproduce rhythmic patterns
- say poems
- participate in small group discussions



from Trampolines

Activity 13

Participating in a group discussion

**Note:** The purpose of this lesson is to focus attention on group skills that will help pupils to participate in discussions that are a part of the Expressways program and in discussions that are planned as a part of other curriculum areas.

The teacher's role in setting the stage for productive discussion, and as a group member during the discussion, is vitally important. Discussion will likely be more effective if:

- the group consists of no more than six members;
- the discussion group is seated in a circle, away from the rest of the class;
- the group members have some background knowledge on which to base a discussion;
- the topic is presented visually as a question on the chalkboard or chart paper, or as a picture or object to be discussed;
- pupils understand clearly the problem posed.

The teacher can facilitate interaction and development of ideas during the discussion by:

- questioning a participant to encourage him/her to further develop his/her ideas;
- suggesting that a participant share a particular experience that is relevant to the topic at hand;
- using questions or comments to direct discussion to reluctant participants;
- making comments or offering information as needed to stimulate a lagging discussion;
- summarizing ideas that have been presented, and indicating a new line of thought for possible development.

However, the teacher's participation should be kept to a minimum and designed to stimulate, encourage, or focus pupil interaction.

Activity 3

Developing the Unit theme, Animal Ways  
Writing a group composition

Recall the report "Animal Ways." Suggest to pupils that many familiar animals have interesting habits.

prepare an outline

On the chalkboard list the names of animals as pupils give them. (Include both wild and domestic animals.) Then, beside each name, list the interesting habits of that animal. (Use point form, not sentences or paragraphs. Do not include descriptions.) If pupils cannot supply knowledge about some animals, omit them.

select subjects for writing

Study the chalkboard outline with pupils. Have them recognize which animals they know very little about. Suggest that they choose three animals to write about, and help them to realize that they will be able to write more effectively if (i) they have adequate information, and (ii) the information is interesting.

When the three animals have been selected, have the group decide if there is any other information they should add to those specific outlines.

dictate a composition

Have the group dictate one paragraph for each animal, based on the outlined information. Encourage them to plan each paragraph before dictating by deciding on the sequence in which the ideas should be

Activity 6\*

Developing vocabulary  
Selecting appropriate adjectives  
Elaborating sentences

list adjectives

Write the word tree on the chalkboard. Have pupils give all the adjectives they can that might be used to describe a tree. List these on the chalkboard in random order. Encourage the use of a variety of adjectives other than green, tall, big. (For example: gnarled, twisted, straight, pine, maple, bare, snowy, shade, beni, leafy.)

Tell pupils that the tree to be described is on a lawn. Have them circle one adjective that might be used. Point out that choosing one adjective often eliminates others. (It can't be leafy and bare at the same time.)

select adjectives

Have pupils circle all the adjectives that "match" the first one, then, of those circled, choose two that they think combine well to describe a tree.



# Expressways

promotes the development of competence in reading

by providing  
— exciting, child-centred materials to stimulate an interest in reading, to ensure ease of entry into the reading task, and to provide pupils with varied reading experiences:

- pictures
- group compositions
- stories
- poems
- picture essays

— directed instructional activities in word perception ensure that pupils will

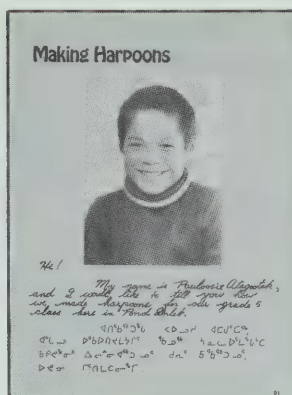
- use a variety of techniques for word recognition
- increase stock of “sight” words
- recognize core vocabulary
- discriminate word forms
- associate sounds and symbols
- use phonic and context cues
- recognize word structure
- begin to use the dictionary

— directed instructional activities in comprehension to ensure that pupils will

- read for a variety of purposes
- focus attention on the reading act
- sustain attention in reading for increasing periods of time
- understand word meaning in written context
- classify
- note and recall details
- note and recall main idea
- recognize relationships— sequence, cause-effect, time, space
- distinguish fact, fiction, and fancy
- make inferences
- predict outcomes
- sense emotional reactions
- form sensory images
- form conclusions
- make judgments
- interpret a story orally

— activities in thought-provoking practice material to ensure that pupils will

- apply phonic knowledge
- recognize core vocabulary
- understand sentences
- understand question and answer pattern
- follow written directions
- classify
- extend vocabulary knowledge



from Handstands

## Activity 13

Handstands, pages 91-99: Reading a personal report – “Making Harpoons”  
Relating picture and text  
Noting details

Interpretation skill: Relating picture and text

Core Vocabulary

Unit – I’m made which

Review – first these

Application of known phonic and structural principles

I’m he’s it’s won’t that’s I’ll here’s  
straight tight would notch knife know

Preparation for reading

Have the title located on the Contents page

Have pupils tell what they know about harpoons and suggest what materials they think would be used to make harpoons. Tell pupils that report was written by a grade five Inuit boy, Paulooise Alagotak, who lives in Pond Inlet, N.W.T. Show the pupils where Pond Inlet is located on a map of Canada.

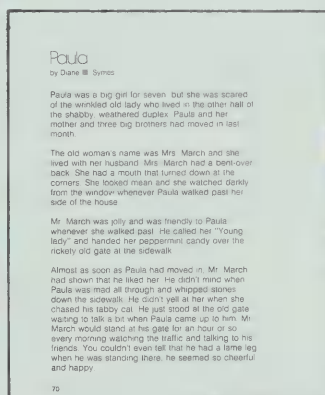
Have pupils tell what they think Paulooise and his friends would use to make harpoons for

Guiding the reading

Have pupils note the written form of the report and the importance of studying the photographs that accompany the text. Have pupils note the Inuit text and how this alphabet differs from the English alphabet.

Have pupils read the report silently. Observe pupils during the silent reading, noting whether they make use of the photographs.

Guide pupils’ interpretation of the selection. Help them in using picture cues to identify unfamiliar words and in noting the application of the directions for making harpoons. Ask such questions as the following



from Trampolines



One hot summer day two men were walking along the road. They were good friends and were laughing and talking while they walked. A little way behind them a great black bear slouched along. It had had nothing to eat all day and sniffed hungrily at their tracks.

The young man happened to turn around and saw the bear. He screamed and dashed for a tree that was close by. Soon he was safe, high in its branches. He watched as his friend started to follow him. But the friend was old and short and couldn't reach the lowest branch. There was nothing the old man could do to escape.

The old man threw himself flat on the ground and pretended to be dead. The bear came up to the old man, poking with its nose, and growling in the man's ear. Finally, the bear decided the man was dead and lumbered off.

Then the young man came down from the tree.

"What did the bear whisper in your ear?" he asked.

The old man said, "He told me not to be friends with someone who doesn't try to help me when I'm in danger." And he walked away by himself. (Aesop)

1. Write a title for the story.

2. Write two words that tell how the bear moved.

3. Circle the words that tell how the old man felt.

terrified	calm	angry	sad
worried	scared	safe	frightened

4. Circle the words that tell how the young man felt at the end of the story.

proud	ashamed	safe	angry
curious	worried	pleased	foolish

5. Do you think this is a true story?

Why?

Objective: Recognize core vocabulary; interpret a story; develop vocabulary.  
Directions: Use after reading "Charlie Meets a Bear." Have the pupils read the story and answer the questions.

from Workbook, Level 6

## Expressways

promotes the development of competence in

### writing

by providing

—child-centred situations to stimulate interest in writing as a means of expression and record

- pictures
- oral presentations of stories and poems
- direct experiences in school and community surroundings
- group discussions of high-interest topics

—directed instructional activities to ensure that pupils will

- use written language for a variety of purposes
- associate oral and written language
- associate sounds and symbols
- spell words
- recognize some conventions of written language
- use conventions of written language
- understand and begin to use form
- develop ideas for writing (dictating) group compositions
- write individual compositions
- develop proofreading and revising skills
- increase ability to write sentences and paragraphs

—practice material to provide opportunities to ensure that pupils will

- spell words
- write words
- write sentences
- write paragraphs, stories, and poems

### Spelling Activity 4

- ate face ← 1. Use the pretest procedure outlined in Spelling Activity 1, Unit 52, with the words at the left.
- late place
- lake space
- snake grade
- same
2. Use the WSP with any words spelled incorrectly in the pretest. Focus attention on (i) the use of g to represent /s/ in face, place, space, and (ii) the g at the end.

### Spelling Activity 5

- ate plate ← 1. Say: ate, make, plate, space
- make space
- Ask: What vowel sound do you hear in each word?  
What vowel letters would you write in each word?
- Have the words at the left (ate, make, plate, space) written on the chalkboard and direct attention to the spelling pattern used to represent /ē/.  
Point out that other spelling patterns can also be used to represent /ē/.  
Write rain, say to illustrate alternatives.
- take race ← 2. Dictate the words at the left. (Tell pupils that all these words use the first pattern to represent /ē/.)
- game shame
- shake frame
- brave cape
3. Write the words on the chalkboard and direct attention to the spelling pattern used to represent /ē/. Have pupils check their spelling.
4. Dictate the following sentences:  
I like to race on my bike.  
The snake ate a frog.

## Activity 4

Talking about the Unit theme, imagine!

Telling imaginative stories  
Writing a group composition

relate Unit theme to personal experience

Write the word imagine on the chalkboard, and recall the discussion of Activity 1.

Have pupils react to questions such as the following:

- When do you like to imagine?
- What kinds of things do you imagine?
- Is it important to imagine when you read?

Have each of the following paragraphs written on cards. Distribute them to group members.

Tony started to run along the zigzag path toward home. The shadows became longer, and the sun went down behind the mountain. Suddenly he saw THEM everywhere – all shapes and all sizes, some spotted, some plain – and they were all coming toward him.  
Imagine! What happened?

Mrs. Beedlebee got her little bit of garden ready and planted the package of tiny, brown petunia seeds. But something was left in the package – it was a big seed – a very big seed. And it was as blue as a robin's egg. Mrs. Beedlebee had never seen such a big seed before – and she'd never seen a blue seed before – but she planted it anyway.  
Imagine! What happened?

"This isn't a snowstorm any more," Trina thought to herself. "It's a blizzard! I'd better hurry!" But the snow got thicker, and the wind got stronger until Trina could hardly see where she was going. She should have been on her own block now, but everything looked strange.  
Imagine! What happened?

compose and tell imaginative stories

Have each pupil with a card read the story beginning to the group, and, after allowing a short time for "imagining," choose several different pupils to complete it.  
Be sure pupils note that different imaginations created different endings.

Have the following story beginning on the chalkboard:  
It's hard to be a fisherman (farmer) in the city. But \_\_\_\_\_ was determined to be just that.

## Activity 12

Writing a story

Talk briefly with pupils about having adventures, relating the talk to ideas developed in earlier activities of the unit.

plan a story

On the chalkboard develop a chart about possible adventures, similar to the following:

Who	Where	What kind
by yourself	around here	real
with your family	in another town	make-believe
with your friends	far, far, away	
with the class		
with a neighbor		

Suggest that each pupil plan an adventure to write about by deciding who will have it, where it will take place, and whether it will be realistic or make-believe.

Divide the group into pairs and have pupils discuss briefly what their stories will be about. Encourage them to raise questions with their partners, as this will help to clarify the story line.

write a story

Have pupils write their stories and then share them with their partners. Encourage them to note how the story has been refined and perhaps changed as it was written.

share a story

Workbook Activity, page 37: Writing a tall tale

interpret illustrations

Have pupils study the illustrations based on the listening selection "How Old Paul Invented Doughnuts." Have them write captions for each of the illustrations.

The Big Horn Sheep have magnificent curled horns. They are very strong horns. The female has 1 or 2 babies.

The Big Horn Sheep have what I call great feet. They can go up a really slanted hill or a lot of rocks like in the Rocky Mountains.

The Big Horn Sheep have a good fast speed when an enemy would strike. They also can take big jumps at once.

The Big Horn Sheep feed on grass, stems from flowers, new leaves off a tree or a bush.




## Expressways

is an **integrated** language arts program

To strengthen language learning, the program stresses integration in a number of ways:

## Theme

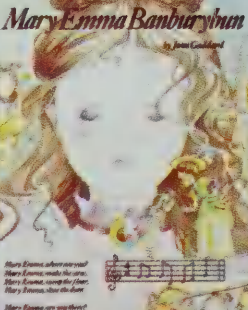
In each unit, experiences and learning activities in each language area are related to a theme. Pupils are thus provided with a variety of ideas to consider and organize using language.



**THE LITTLE TOOTH**

by Tony Johnston

"What? What? Mole?" cried Troll.  
"What? What? What?" asked Mole.  
"My teeth are falling out!"  
"All of them?" asked Mole.  
"Just one of them," said Troll. "Please glue it back for me."  
The tooth is ready to come out, said Mole. "Let's help it. We'll take it out the Old Mole Family Way!"  
"What way is that?" asked Troll.  
"Quiet please. Troll, I am trying to remember"



# Mary Emma Banbury hymn

by James Cusick

*Mary Emma, where are you?  
 Mary Emma, where are you?  
 Mary Emma, where the flowers  
 Mary Emma, where the daisies*

*Mary Emma, are you there?  
 Mary Emma, are you there?  
 Mary Emma, thank the Father...*

from *Handstands*

unit overview chart highlights integration

the arrows identify the major aspects of integration inherent in each activity: for example,

speaking → writing → reading

Pupils express in oral language their ideas about a theme—they dictate (write) sentences—they read the sentences—and they read a story or essay about the theme.

Thus pupils' growing skill in using oral language patterns is reflected in the language they see written and that they read.

# Activity 1

**Talking about the Unit theme, imagine!**  
**"Lion at School": Listening to a story**  
**Distinguishing fact and fancy**

On the chalkboard write the word imagine. Ask pupils what it means. This is a different concept. Children will likely equate imagining with pretending and play activities in which they act out roles. Encourage them to think of imagining as seeing things in their minds – things that are possible (how they'll win the hockey game on Saturday) and things that are impossible (like flying off to visit the moon).

talk about Unit theme

attend to a story

instruct pupils to listen as you read a story about a shy, unhappy girl who uses her imagination to give her courage. Read "Lion at School" in sections, as shown. Use the questions at the end of each section to focus

Read "Mr. Moon: A Song of the Little People" twice as the pupils listen.

**MR. MOON: A SONG OF THE LITTLE PEOPLE**

O Moon, Mr. Moon,  
When you comin' down?  
Down on the hilltop,  
Down in the glen,  
Out in the clearin',  
To play with little men?  
Moon, Mr. Moon,  
When you comin' down?  
~~~~~

O Mr. Moon,  
Hurry up along!  
The reads in the current  
Are whisperin' slow,  
The river's a-wimpin'  
To and fro.

Hurry up along,  
Or you'll miss the song!  
Moon, Mr. Moon,  
When you comin' down?  
~~~~~

O Moon, Mr. Moon,  
When you comin' down?  
Down where the Good Folk  
Dance in a ring,  
Down where the Little Folk  
Sing?  
Moon, Mr. Moon,  
When you comin' down?

—Bliss Carman

[illegible]

from *Workbook*, Level 6

Unit 52		Theme: Imagine!	
LISTENING	SPEAKING	READING	WRITING
<b>Activity 1</b> Listening to a story     	→ Reacting to a story Talking about Unit theme     	   <b>Activity 2</b> Applying context and phonic cues to close sentences <i>Workbook Activity, page 1:</i> Distinguishing fact and fancy  	
←  Listening to a poem  	← Talking about poems  	<b>Activity 3</b> <i>Handstands, pp. 3-5</i> Studying the Contents page Reading a poem  	
← Listening to stories told by peers  	← Telling imaginative stories Talking about Unit theme  	Reading story beginnings  	<b>Activity 4</b> Writing a group story  
← Listening to peers read orally  	← Reacting to a story  	<b>Activity 5</b> <i>Handstands, pp. 6-10</i> Reading a story <i>Workbook Follow-up, p. 2</i> Reading a story and answering questions  <b>Activity 6*</b> Associating sound and symbol - review consonants and consonant digraphs  	→ Writing letters to represent sounds  
		→ Reading the composition  	<b>Activity 7</b> Revising a composition <i>Workbook Follow-up, p. 3:</i> Writing a story ending 

from *Teacher's Sourcebook*, Level 6

## II Skills

Learning activities are organized so that experiences in one area of language are related to and reinforce learning in another area. This facilitates learning and ensures economy of time for both pupil and teacher. For example, in one unit:

### • word recognition skills

- listening* — auditory recognition /ou/
- reading* — visual recognition ou, ow
- writing* — spelling words with ou, ow
- speaking* — saying words beginning with /ou/

### • Comprehension

- listening* — understand emotional reactions of story characters
- speaking* — telling how people feel  
— using vocabulary to describe emotions
- writing* — dictating sentences describing how people feel and react
- reading* — understand emotional reactions of story characters

## III Other areas of curriculum

Themes are chosen from all areas of human experience — this enables the teacher to integrate the curriculum in other areas with the language curriculum.

### Activity 7\*

Associate sound and symbol /ou/, ou, ow

- Have the following sentences on the chalkboard:
- Have pupils read the sentences.
    - Toad shouted at Frog.
    - "Come out," he said.
    - "Come out of the house and see what I
    - "I have found red leaves all over the gr
    - Frog looked at the leaves.
    - "It's fall, Toad," he said.
    - "The leaves are always red about this t
- Have pupils pronounce the underlined word vowel sound, and circle the common letters. Develop the generalization that ou can stand heard in out.

### Spelling

#### Unit words

now	down	our	go
how	clown	out	no
cow		found	so
		house	

#### Spelling Activity 1

- Use the pre-test procedure.
- Direct attention to the use of the letters ow in each /ou/.
- Tell the pupils you are going to dictate other words for /ou/. Caution them to listen closely for the beginning and think about the letters that represent them. Dictate the words at the left.

#### Spelling Activity 2

- Use the pre-test procedure with the words at the left.
- Direct attention to the use of the letters ou in each /ou/.
- Tell the pupils to look carefully at the four words then write the words you dictate. Use the list at the

### Activity 2

"The Lion-Hearted Kitten": Listening to a story  
Recognizing emotional reactions of story characters

attend for increasing lengths of time

Recall with pupils several incidents they have shared that have led to strong emotional reactions — excitement, sympathy, fear, and so on. Choose an emotion such as *excitement* and talk about ways in which children show that emotion.

enjoy interesting language usage

Point out that when we listen to a story we should think about how the characters in the story feel. Give the title of the story and talk about the meaning of *lion-hearted*. Read "The Lion-Hearted Kitten" in sections. Use the questions at the end of each section.

extend vocabulary

THE LION-HEARTED KITTEN

### Activity 4

Somersaults, pages 5-12: Reading a story—"Toad's Garden"  
Recognizing emotional reactions of story characters

**Interpretation skill:** The focus in this unit is on *recognizing emotional reactions*. This means that the reader should note how story characters *feel* as the story develops. Pupils at this level should recognize how the characters feel and should be beginning to note how the author/illustrator communicated that information.

develop vocabulary for describing emotional reactions

Teachers should take particular care to develop pupils' vocabulary for describing emotional reactions. There is a tendency for young children to categorize feelings as happy or sad; they should be able to use words such as *excited*, *lonely*, *frightened*, *angry*, *cheerful*, *furious*, and so on. In the lessons of the Unit and in other classroom situations, efforts should be made to help pupils discriminate among emotions and use appropriate words to describe them.

from Teacher's Sourcebook, Level 4

Theme: I like lots of things

Theme: Me

Theme: Trying new things

Theme: We like to imagine

Theme: Animals are interesting

Theme: Choosing

Theme: People make things we need





# Teacher's Sourcebook

## Unit Introduction

Units consist of a series of integrated listening, speaking, reading, and writing activities centred on a theme.

### Unit Overview Chart

gives the teacher a quick overview of the lesson (activities) in the unit. Each lesson is listed under the language area that receives major emphasis.

**Arrows** identify principal aspects of integration inherent in each activity.

**Blocks of color** in the chart indicate work-book pages.

## Unit 54 Theme: We Go Adventuring

LISTENING	SPEAKING	READING	WRITING
Considering ideas of peers	Talking about a story	Activity 1 Handstands, pp. 50-54. Reading a story Workbook Follow-up, p. 23: Completing sentences	Writing a paragraph
Activity 2 Listening to a poem	Discussing Unit theme	Reading a composition	Writing a group composition
Listening to peer's story	Activity 4 Dramatizing a story	Activity 3 Associating sound and symbol: vowel combinations ee, ea, ei, ie (review)	Workbook Activity, p. 24: Writing a story
Listening to take part in a dramatization		Activity 5 Following directions Workbook Follow-up, p. 25: Following directions	
Activity 6 Listening to a story	Relating a story to Unit theme	Activity 7* Identifying root words from inflected forms	Activity 8* Revising a composition
Listening to evaluate a composition Activity 9 Following directions		Workbook Follow-up, p. 26: Following directions Activity 10 Recognizing derived forms with prefix un- Workbook Follow-up, p. 27: Identifying words with prefix un- Closing sentences	
Considering ideas of peers	Relating story to Unit theme	Activity 11 Handstands, pp. 55-63: Reading a story Reading a poem Workbook Follow-up, p. 28: Assessment—Understanding relationships—sequence	Activity 12 Writing a story

### Independent Activities

At the beginning of each unit, there is a list of suggestions for activities that pupils can complete independently. For the busy teacher who groups pupils for instruction, this list provides an immediate source of worthwhile activities for pupils not involved in direct instruction. The teacher will, of course, choose only the activities that are appropriate to a particular group or to a particular circumstance.

### Books to Read

A list of library books that relate to the unit theme is provided for the teacher who reads to his/her pupils frequently.

#### INDEPENDENT ACTIVITIES

- Have pupils who need additional practice in word recognition skills use the relevant pages in the *Phonics Workbook*.
- Have pupils prepare individual picture essays of activities or objects that express ideas related to the unit theme, *Living in Canada*. Have them share their essays by reading the text to the group. When all the essays have been completed, display them in the classroom.
- Have pupils prepare individual booklets titled "Living in Canada." Suggest that pupils choose different aspects (for example, "Canadian Scenery," "Working in Canada," "Farming in Canada," "Canadian Cities," and so on.) Have the booklets placed on the reading centre for others to enjoy.
- Have pupils make "then and now" charts depicting items (i) that were used in pioneer days and (ii) the modern equivalents of those items.
- Have pupils make outlines of the steps to be followed in constructing a log cabin and a harpoon. This activity could be extended to include sets of directions for making things that are of personal interest to the pupils. These additional sets of instructions might be illustrated to provide greater clarity.
- Place recordings or tapes of suitable Canadian folk songs in the listening centre.
- Have pupils write individual compositions on topics of their own choice.

#### BOOKS TO READ

- Mary of Mile 18*, Ann Blades (Tundra)  
Mary, who has a pet wolf puppy, lives in a backwoods Mennonite community in British Columbia.
- Sajo and the Beaver People*, Grey Owl (Macmillan)  
Two orphaned Ojibwa children live an exciting life with two orphaned beaver kittens in Northern Quebec.
- Kivi Speaks*, Virginia C. Cutliffe (Lothrop, Lee & Shepard)  
Kivi tells of his family's life in an Eskimo village.
- Whirlwind Is a Ghost Dancing*, Nancy Belting (Dutton)  
Poetry and lore of North American Indians.

**Note:** If any of the following books are in your library, you may wish to read parts of them to your pupils or have them available for reference.



# Teacher's Sourcebook

## Unit Activities

### Easy to use

- each lesson clearly identified
- lesson purpose and materials in bold type
- objectives clearly stated in margin
- directions brief, succinct, clear
- questions and/or direct teacher remarks indented for easy identification
- words used for instruction always underlined

- workbook designations

**Workbook Follow-up:** indicates a page that provides practice on the concept taught in the preceding lesson.

**Workbook Activity:** indicates a practice page not related directly to the preceding lesson.

**Workbook:** indicates that the page is used in a teacher-directed lesson.

- **Note** — clarifies or amplifies instructional suggestions.

- **Listening:** the selections to be read to the pupils are printed in clear, easy-to-read type

- **running heads:** gentle reminders of teaching procedures—or just a friendly smile!

*Have you read to your pupils today?*

*Tell your pupils about something exciting you have done.*

*Read a poem today!*

*Are you encouraging pupils to write independently?*

## Activity 11

**Handstands, pages 55-62:** Reading a story — "Peter's Holiday"  
Reading a poem — "The Moon"

**Interpretation skills:** Recognizing relationships — sequence, time,  
space/place

### Core Vocabulary

**Unit** — different first  
**Review** — while never really lived

### Application of known phonic and structural principles

change city notice ice  
stopped pinned sitting letting humming hurried

use Contents page

recognize  
relationships — time

### Preparation for reading

Have pupils use the Contents page to locate the story, and read the first paragraph on page 55. Ask them if the story is realistic or make-believe and when it takes place. When it is established that the story takes place in the future (some of your pupils may refer to it as science-fiction), have pupils predict the nature of Peter's holiday. Assign the story for silent reading.

### Guiding the reading

Use questions such as the following to guide pupils' consideration of the story ideas:

recognize  
relationships —  
space

### Questions:

How did the other children feel about Peter's holiday? What did they expect he would do all summer?  
What was Peter's first feeling when he saw his friends off? Then what did he notice?

### Workbook Follow-up, page 15: Rewriting sentences Matching phrases

understand  
sentence meaning —  
figurative and  
picturesque  
language

Have pupils think about the meaning of each sentence in the first exercise and rewrite it in their own words.

In the second exercise, have them read each phrase, and copy from the story the author's phrase that matches its meaning.

### Workbook Activity, page 13: Forming sensory impressions Writing descriptive passages

form sensory  
impressions

Have pupils read the phrases in each box and picture the place they describe; write its name on the line provided.

write descriptive  
sentences

Have pupils choose one of the places identified and write two or three sentences to describe it.

## Activity 20

**Workbook, page 20:** Using context to identify unfamiliar words

**Note:** Lessons teaching pupils how to use context are useful only if they regularly apply this skill in all reading activities. Whenever a pupil encounters a word perception difficulty, guide the application of skills taught in word perception lessons.

*Have a happy day!*

## Activity 1

"Kalenga and the Magic Cooking Pot" — Listening to a story  
**Making judgments**  
**Recognizing relationships — cause-effect**

attend to a story

recognize  
relationships —  
cause-effect

make judgments

Tell pupils that the story they will hear is about a very lazy boy who discovers a magic pot.  
Read the story and ask the questions that follow each section.

**Note:** The following specialized terms are used in the story:

sadza — porridge (Sadza forms part of the African's staple diet.)  
mealies — corn  
kraai — corral  
badza — hoe

### KALENGA AND THE MAGIC COOKING POT

Once upon a time, in Africa long ago, there lived a lazy man called Kalenga. His good mother fed him and looked after him, although he was quite old enough to work and provide for himself and for his mother too. But Kalenga would not work. He sat under a Measa tree all day, tossing pebbles into the air and catching them. He was so lazy that if the pebbles fell out of reach, he would let them lie and call to a passing child to fetch him another handful.

from Teacher's Sourcebook, Level 6

## Expressways

### Key Ideas for Implementing Level 6

#### Materials for Level 6

##### Pupil's Book – *Handstands*

- poems to listen to and to read
- stories of fantasy and realism
- picture essays and personal essays
- colorful, appealing illustration that does not interfere with the type
- type size and design create an open “easy-to-read” appearance

##### Workbook

- provides thought-provoking exercises for pupil independent work and some selections for teacher-directed lessons
- includes a spelling section (last 32 pages)

##### Phonics Workbook

- provides supplementary exercises in phonics and other word-recognition skills
- intended for pupils who need more practice in basic skills than can be provided in the basic workbook

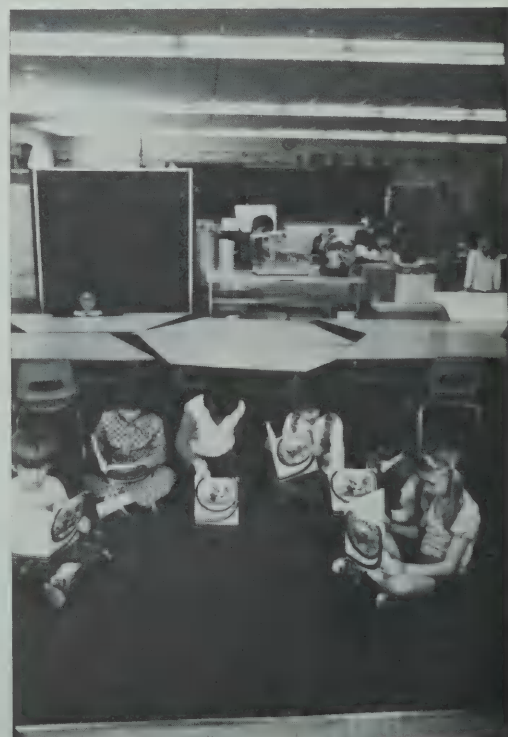
##### Teacher's Sourcebook – Level 6

##### End-of-Level Tests

- tests on ditto masters
- mastery and diagnostic tests related to the skills and concepts taught at Level 6
- tests for Levels 6 and 7 in one book

##### Spelling Game

Contains colorful gameboard, playing cards, and spelling lists.





## Units

As in earlier levels of *Expressways*, the teaching program in the *Teacher's Sourcebook* is divided into Units. The units in Levels 1 and 2 were short, involving from five to ten or twelve activities (lessons). However, as pupils mature in all language skills, it is pedagogically sound to increase the length of an integrated unit to ensure time for a more complete exploration of a theme. Thus, in Level 6, only six units are suggested, with from 20 to 26 activities in each. In each unit a number of listening selections and reader selections are included. For example, in Unit 52, 7 selections from *Handstands* are read; in the *Teacher's Sourcebook*, 3 selections are included for listening. In addition, of course, lessons are outlined in word recognition skills and in speaking and writing. For most pupils, therefore, if the teacher follows the procedures outlined, a Unit will take from two to three weeks to complete.

## Oral Language

### Developing the oral competence (listening and speaking) of pupils continues to be a priority of the Level 6 Program.

Specific lessons are included in each unit to develop the interpretive skills of **listening**. The selections used in the listening strand vary in form and length. This variety will ensure that pupils learn to become flexible in sustaining attention for different purposes and for different lengths of time.

Activities are planned to broaden children's vocabulary and to help them to use an increasing variety of language patterns in their **speaking**. Oral language activities are centred on the unit theme and the selections in *Handstands*. Initial discussions of the theme are motivated by (i) picture pages in *Handstands*, (ii) a poem or story used in a listening lesson; (iii) the pupils' actual experiences. Opportunities are provided for pupils to react through oral language to the ideas presented in *Handstands* or in the selections used for listening lessons. Thus pupils, as they develop language, are also using it to share, extend, refine, and integrate their ideas and experiences. They are using it to communicate and they are using it to think.

## Discussion

While the talk that takes place in relation to a theme or following the reading of a selection from *Handstands* is referred to as *discussion*, teachers should not always expect pupils to "discuss" in the full sense of the word. Rather than a discussion in the sense of considering an idea from several points of view, debating and arriving at a consensus, at the primary level the "discussion" or talk will often be a *sharing* of ideas and reactions related to a topic or theme.

However, pupils should be growing in their ability to develop or refine an idea through group interaction. The teacher is concerned with increasing pupil's ability (i) to listen to each other; (ii) to respond directly to an idea introduced by a classmate; (iii) to build an idea by having several comments centre on one point; (iv) to question for more information or clarification; (v) to keep on topic; (vi) to avoid repetition of ideas. A major task of the teacher is to help pupils to establish relationships among the various ideas contributed, and to recognize when a particular idea "doesn't fit" because it doesn't relate to the ideas being considered.

The activities are planned to develop pupils' understanding of the procedures to be followed in a small group discussion. Directed by the teacher, pupils consider behavior that results in group discussion effective for this age group.

Activities related to listening and reading selections also provide opportunities for pupils to participate in group discussions. These sessions, in which pupils share ideas and reactions related to a particular theme, should extend the children's use of oral language and refine their ability to interact with their peers.

At this level the teacher should still exercise strong leadership during the discussions, primarily through judicious use of questions. Teacher questions can be effective in (i) focussing attention on a topic; (ii) stimulating development of the topic; (iii) keeping speakers on topic; (iv) ensuring that everyone participates; (v) directing attention to relationships among ideas.

Teachers should encourage group control and direction of the discussion as pupils seem able to do this; but they should recognize that discussions at the primary level without teacher direction often lack focus.

## Writing Compositions

Following the theme discussion, the teacher suggests that some of the ideas might be recorded. Although more and more individual writing will be expected at this level, many teachers feel there is great value in continuing the group composition. Directed by the teacher, pupils dictate a composition that reflects the ideas brought out in the discussion.

At this level the group compositions play a major role in *teaching pupils how to write*. As the compositions are developed pupils should grow in the ability to:

- (i) select and organize ideas. Preparatory to the writing, some pre-planning helps pupils to choose key ideas for recording and to consider the appropriate sequence.
- (ii) select appropriate vocabulary. Guidance may be given during the dictation to encourage the best possible word choices. Revision of the completed story can include further discussion of word choices. For example, a sentence might read, "We walked down the street to the store." The teacher might ask, "What would it mean if we used *strolled* instead of *walked*?" and then have pupils suggest other words that might replace *walked* and tell how each choice would influence the intended meaning.
- (iii) combine and elaborate sentences. Revision of the completed composition helps pupils to strengthen their written expression by combining short sentences, or elaborating basic statements.

At this level also, teachers could direct attention to sentences with few descriptive words and have the pupils consider how these might be improved by the addition of appropriate adjectives. Care should be taken in such exercises to ensure that pupils realize that changes or additions to any one sentence must be in harmony with the total composition. For example, if pupils choose to expand the sentence *The dog ran after us*, the adjectives should recognize the later sentence *We were really scared*. "The cuddly little dog" would not fit the total sense.

- (iv) use the conventions of written form. Pupils have an opportunity to observe the use of punctuation, spelling patterns, and so on.

- (v) record their ideas in a variety of forms. Compositions should include descriptions, conversations, stories, explanations, lists, and so on.

### Using the composition

When the composition is completed it should be read in its entirety either silently by the group, or orally by the teacher or a pupil.

Because some compositions should be reused in other periods, they will have to be preserved in some way. Some teachers write a composition on the chalkboard first, and then transfer it to paper, while other teachers prefer to write it directly on to large sheets of paper. These sheets can then be clipped together and be readily available for other uses.

At this level it is recommended that only recent compositions, or a selected group, be kept on file. Instead of a complete file, each group might have an exercise book into which the final revision of each composition is copied. The book would provide a permanent record of the group's compositions and should be kept readily available for reference by any group member.

Group compositions, even at Level 6, can be reused in many ways:

- (i) Duplicate the compositions and have each pupil make a personal book of them. As pupils develop ability in individual writing, their personal books can include a group composition and an individual composition on each theme.
- (ii) The compositions should be used to reinforce sight recognition of the words of the program *core vocabulary*. Teachers should focus attention on words recently introduced as *core words*, but pupils will also be adding other words to their core vocabulary as they read the composition.
- (iii) An awareness of words, structure, and spelling can be encouraged as the compositions are recorded. If a sentence is dictated using the word *walking*, the teacher might say (i) "You used *walk* in the last composition, too. Find it and then tell me how to spell *walking*" or (ii) "What letter does *walk* begin with? Write the first letter and then I'll finish the word" or (iii) "I'll write *talk* on the chalkboard. Now tell me how to spell *walking*."



From time to time a pupil may be asked to locate a word in a dictionary and provide its spelling.

- (iv) At Level 6 pupils should make careful and sometimes extensive revisions of their compositions. When they reread them some time after having completed the writing, they should note weaknesses in both content and expression. With the teacher's direction they should make any changes necessary to improve one or both of these areas. The final revision should be used for the permanent record book.

## Handwriting

Handwriting instruction is not included in the program at Level 6 in a formal way.

The time at which cursive handwriting is introduced, and the letter forms used, varies so greatly from school to school that it did not seem advisable to program it. However, pupils should be made aware that careful handwriting is important in making personal writing legible for readers and in developing accurate spelling.

Beginning in Unit 54, cursive writing is used for the words in the spelling list in the pupil *Workbook*. It is assumed that most Grade 3 pupils will be using cursive writing by this time.

## Spelling

Each unit includes a series of spelling activities. These activities are grouped at the end of the Unit to facilitate planning by the many teachers who teach spelling in a period timetabled for that purpose rather than in an integrated language program. Those teachers who prefer to teach spelling as part of an integrated unit can easily fit the spelling activities into the unit plan.

A special section of the pupil's workbook is used in conjunction with the spelling activities.

The spelling words for Level 6 and 7 include all the words from Ves Thomas's "Basic Spelling Core: Grade 3."<sup>1</sup> These are words demonstrated to have high utility in the writing of Canadian school children at that level, and to have permanent importance in writing. In addition, some further words were chosen from Thomas's list of "2000 Words Most Frequently Used."<sup>2</sup>

The words chosen are organized as far as possible to reflect the principles of phonics and word structure being taught in the unit.

Notes specific to the teaching of the spelling are included preceding the spelling activities of Unit 52.

## Individual Creative Writing

At this level teachers should encourage pupils to write on their own. Written compositions should be shared with the group or with individual classmates through oral reading. Pupils should be encouraged to make constructive comments about their classmates' writing, pointing out interesting words or sentences and perhaps questioning a point that is not clear.

Opportunities for individual writing are provided in each unit—in unit activities, in the workbook, in independent activities, and in experience extensions. These activities are planned to provide directed and independent writing experiences. In the directed activities for individual writing, pupils should write on the same topic and use a specific written form. The pupils will, of course, express their own ideas about the topic. Directed by the teacher, the pupils will proofread and revise their individual compositions. Pupils will profit from working with a classmate at the proofreading stage. Sometimes a reader will note a lack of clarity or an error in spelling or punctuation that is not apparent to the writer.

Teachers should provide guidance in improving both the expression of the ideas and the more mechanical aspects of writing, such as punctuation and spelling. However, it is important that the pupils are constantly aware that the quality of the ideas expressed is the first consideration. Over-emphasis on correction and rewriting at this level may frustrate a young writer's attempt to express significant ideas.

Teachers can reduce the number of spelling errors in individual work by providing spelling aids:

- (i) Pupils should be taught how to use picture dictionaries or beginning dictionaries and these should be readily available.
- (ii) Pupils should use the spelling list on pages S30 and S31 of their *Workbook*.
- (iii) Words can be located in group compositions or other materials posted around the room.
- (iv) Key words related to the topic of the writing can be listed on the chalkboard for reference.
- (v) Spelling lists of topical or seasonal words can be posted on the bulletin board.
- (vi) Children can be encouraged to help each other.

1. Ves Thomas, *Teaching Spelling: Canadian Word Lists and Instructional Techniques*, Gage, 1974, page 41.

2. Ibid, page 15.

## Reading

### Core Vocabulary

As in earlier levels of the program a number of words have been selected as core vocabulary in each unit. These are words of high frequency in written language and children should recognize them at sight. The unit core vocabulary appears in the unit selections in *Handstands*. In addition, the *Sourcebook* describes further activities to develop the recognition of these words, and stories in the pupils' *Workbook* provide other opportunities for the children to become familiar with them. Teachers should have the core words in mind during all reading and writing activities and continually direct pupil attention to them, or check the recognition of them. A complete list of core words is provided on page xxiv. Many of the core words at Level 6 will be familiar to the children already as a result of earlier reading experiences. However, even very simple words such as *us* and *for* are listed if they have not already been included in the Core Vocabulary. This provides an opportunity to check that pupils have indeed learned at sight the words authorities have listed as basic to fluent reading in the primary division.

At Level 6, core vocabulary activities ask pupils to recognize at sight not only the core words but words with similar spelling patterns.

### Sight Vocabulary

In addition to the Core Vocabulary pupils should be gradually adding many other words to their sight vocabulary. These words will be learned because pupils meet them frequently in their classroom reading experiences or because they have particular interest or appeal.

### Word Recognition Skills

Each unit includes activities to develop pupils' knowledge of phonics, word structure, or the use of context cues.

Because neither the pupils' group compositions nor the selections in *Handstands* and the pupils' *Workbook* use a strictly controlled vocabulary, there are many opportunities for pupils to develop the *habit* of applying their knowledge of word recognition skills whenever they meet an unfamiliar word.

### Reading from *Handstands*

Pupils should experience continuing success as they read *Handstands*. The emphasis should be maintained on silent reading for ideas.

## Vocabulary

Teachers should be aware of core vocabulary in the selection and expect sight recognition of it. Pupils who do not recognize the core vocabulary should be identified and they should be given extra reading experiences with those words.

Pupils should be expected to apply word recognition skills to recognize other unfamiliar words. It may be necessary for the teacher to direct attention to context cues and to important phonic or structural elements. However, as the acquisition of skill in word recognition is a gradual process, it will occasionally be necessary for the teacher to supply a word. This does not suggest that the word should be isolated and "taught." Rather the teacher should provide it as it is needed.

The development of a sight vocabulary is a gradual and a cumulative process. Teachers should not be concerned that pupils know and remember every word in a selection. Rather their first concern should be that pupils can read silently and understand the authors' ideas, and that pupils develop confidence and independence in "figuring out" unknown words. If pupils continually ask themselves, "What word *might* come next in this sentence?" and use their knowledge of language patterns plus their knowledge of phonics, they will develop a confident, *independent*, individual approach to unknown words.

### Silent Reading

It is usually recommended that pupils read the entire selection without interruption. They should be developing habits of sustained reading.

### Oral Reading

Suggestions for oral reading for various purposes are provided throughout the units.

### Questioning and Discussion

Reading a selection from *Handstands* should be an enjoyable experience. The discussion of the ideas should be pertinent and brief. Use of the questioning pattern suggested in the *Sourcebook* insures that children consider the key ideas, and that a balance is maintained throughout the program in the kinds of interpretation required. As pupils discuss the story ideas, they are asked to relate them to personal experience and to the unit theme. Certain comprehension or interpretation skills are highlighted throughout the units.



## Assessment and Record Keeping

Efficient teaching is based on continuing assessment of pupil achievement. At the end of each unit a special section reminds the teacher to check achievement in key tasks undertaken in the unit.

### Tests

End-of-level tests help teachers to assess how well pupils have mastered certain skills taught in each level. *Teacher's Notes* help teachers to use the test results constructively.

### Assessment pages in *Workbook*

Certain pages in the *Workbook* are designated as assessment pages. In the *Workbook*, a circle around the page number signals an Assessment page. Each page should serve as a reminder to the teacher to check pupil achievement in relation to the particular task on the page — and, when necessary, to provide supplementary instruction before proceeding with more demanding levels of the same task.

### Record Keeping

The language program is concerned with growth. Because pupils begin the program at various stages of language development, a written record for each pupil can be an important teaching aid. In order to determine the growth pattern, the level of achievement at various stages during the year should be shown.

An anecdotal record enables the teacher to note significant language behaviors. It is strongly recommended that such records focus on the achievements of children rather than lack of achievement (although notes specifying areas of difficulty can be useful in planning further learning activities).

### Pupil Record Cards

A "Language Record Card" is provided in the *Sourcebook*. It is suggested that teachers make copies of this page for each pupil. On the Record Card, headings remind teachers of the areas of language growth that they should be aware of for each pupil. While not all of these need to be commented on for each child, any area for which the teacher has no knowledge in a particular instance should suggest closer observation of that particular child.

Nor is it expected that a teacher complete the record cards of all pupils at a particular time.

Rather, three or four should be carefully done each week — and, in addition noteworthy incidents recorded as they happen.

Many teachers find it useful to jot down observations about individual pupil achievement in their daily plan book, and later transfer significant comments to the record card.

Although detailed record keeping is time-consuming, it pays dividends in more focussed teaching and in providing material for communicating progress to pupils and their parents.

#### CHECKING ACHIEVEMENT

Do pupils:

- show interest in reading voluntarily?
- show interest in writing voluntarily?
- share ideas readily with peers, in group discussion and informal situations?
- enjoy reading different kinds of written expression — stories, poems, plays, informational selections?
- enjoy reading orally?
- proofread their written expression?
- use varied sentence patterns in their writing?
- work co-operatively with classmates?
- use a procedure to identify unfamiliar words?

Can pupils:

- use context cues to give word meanings?
- organize words in alphabetical order?
- recognize syllables and accent?
- recognize core vocabulary?
- apply phonic knowledge?

#### LANGUAGE RECORD CARD — LEVEL 6

Name \_\_\_\_\_ Date \_\_\_\_\_

Use of Experience Range of real experiences available; ability to develop ideas from experience; reference to vicarious experience; ability to see relationships among experiences; ability to recall prior experience; ability to classify things and ideas; ability to relate personal experience to a theme.

Listening Ability to attend for sustained periods; interest in listening to ideas of others; interest in stories; ability to interpret ideas through listening (main idea, sequence, detail, inference, and so on); enjoy interesting language usage; react to the rhythm of poetry; recognize and enjoy various kinds of writing (narrative, tall tale, humor, nonsense, and so on).

Speaking Interest in sharing ideas; confidence in speaking to a group; ability to use language to question, direct, describe, explain, narrate, reason; ability to organize ideas for effective oral expression; use of a variety of sentence patterns; fluency of expression; quality of vocabulary — precision, variety, accuracy; quality of ideas expressed; ability to dramatize own interpretation of a story; interpret discussion topic; contribute to a discussion; analyze, summarize, and evaluate a discussion.

Writing Ability to select and organize ideas for writing; ability to dictate a composition; variety of sentence patterns used in writing; understanding of the conventions of written form; interest in writing independently; ability to write independently; ability to use conventions of written form (spelling, punctuation); competence in learning to spell a selected number of words; ability to evaluate handwriting; begin to write smaller letters; express personal opinions in writing; write familiar phrases and sentences; ability to write individual compositions; revise a composition; begin to use various styles of writing.

Reading Understands that reading is interpreting ideas; interest in reading library books; interest in reading group compositions and lesson materials; ability to read compositions and reader selections; development of sight vocabulary; knowledge of phonic principles; establish and apply procedure for identifying unknown words independently; use of context to identify words; ability to interpret ideas; quality of reaction to ideas; ability to interpret ideas and communicate emotions through oral reading; ability to form visual, tactile, and auditory impressions; make predictions; using title, illustrations, story characters; ability to infer, make judgments, draw conclusions; ability to understand and interpret relationships.

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from *Teacher's Sourcebook*, Level 6

## Core Vocabulary – Level 6

### Unit 52

believe  
am  
please  
carry  
more  
hear  
wind  
really  
through  
or

### Unit 53

never  
nothing  
knew  
while  
watch  
start

### Unit 54

search  
cry  
pay  
better  
town  
first  
different  
far

### Unit 55

made  
I'm  
each  
with  
us  
together  
picked  
next  
fire  
cut  
many  
years  
those  
stand  
which

### Unit 56

thing  
such  
show  
been  
into  
letter  
today  
car  
clean  
last  
bring  
much

### Unit 57

light  
hurry  
many  
outside  
dear



# Unit 52 Theme: Imagine!

LISTENING	SPEAKING	READING	WRITING
<b>Activity 1</b> Listening to a story	Reacting to a story Talking about Unit theme	<b>Activity 2</b> Applying context and phonic cues to close sentences <i>Workbook</i> Activity, page 1: Distinguishing fact and fancy	
Listening to a poem	Talking about poems	<b>Activity 3</b> <i>Handstands</i> , pp. 3-5: Studying the Contents page Reading a poem	
Listening to stories told by peers	Telling imaginative stories Talking about Unit theme	Reading story beginnings	<b>Activity 4</b> Writing a group story
Listening to peers read orally	Reacting to a story	<b>Activity 5</b> <i>Handstands</i> , pp. 6-10 Reading a story <i>Workbook</i> Follow-up, p. 2: Reading a story and answering questions	
		<b>Activity 6*</b> Associating sound and symbol: review consonants and consonant digraphs	Writing letters to represent sounds
		Reading the composition	<b>Activity 7</b> Revising a composition <i>Workbook</i> Follow-up, p. 3: Writing a story ending
Listening to a poem	Talking about the story and poem	<b>Activity 8</b> <i>Handstands</i> , pp. 11-15: Reading a story <i>Workbook</i> Follow-up, p. 4: Completing sentences	
Listening and responding to peers	<b>Activity 9*</b> Dramatizing a story	<b>Activity 10*</b> Associating sound and symbol: consonant blends <i>Workbook</i> Follow-up, p. 5: Assessment — Matching words and definitions	
<b>Activity 11</b> Listening to a story	Telling a story		

Is there an inviting reading centre full of books in your room?

Listening to peers	Talking about a story	<b>Activity 12</b> <i>Handstands</i> , pp. 16-20 Reading a story <i>Workbook Follow-up</i> , p. 6: Completing sentences	Rewriting a story
	<b>Activity 13*</b> Understanding synonyms		<i>Workbook Follow-up</i> , p. 7: Closing sentences
Listening to and evaluating oral reading		<b>Activity 14</b> Establishing standards for oral reading	
	Talking about a poem	<b>Activity 15*</b> Recognizing words with plural and possessive endings: -s, -es, -'s <i>Workbook Activity</i> , p. 8: Reading a poem Forming sensory impressions	Writing words with plural and possessive endings: -s, -es, -'s
Listening to peers	Sharing experiences	<b>Activity 16</b> <i>Handstands</i> , pp. 21-23: Reading a picture essay <i>Workbook Follow-up</i> , p. 9: Reading paragraphs and answering questions	
Listening to peer's story	Reacting to peer's story	Sharing a story	<b>Activity 17</b> Writing a story
<b>Activity 18</b> Listening to a poem	Reciting a poem	<b>Activity 19*</b> Recognizing core vocabulary <i>Workbook Activity</i> , p. 10: Identifying make-believe ideas	Writing paragraphs
	Choral reading of a poem	<b>Activity 20</b> <i>Handstands</i> , p. 24: Reading a poem	
	<b>Activity 21*</b> Elaborating sentences		Elaborating sentences
Considering the ideas of peers	Reacting to a story	<b>Activity 22</b> <i>Handstands</i> , pp. 25-32: Reading a story <i>Workbook Follow-up</i> , p. 11: Completing a story	
		<b>Activity 23*</b> Understanding sentence meaning: exclamations	
Listening to and reacting to peer's writing		<b>Activity 24*</b> Recognizing core vocabulary	Write explanations

Have you scheduled time for pupils to read alone?



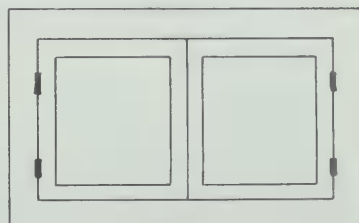
## INDEPENDENT ACTIVITIES

**Note:** *Many of the independent activities are extensions of unit activities and should not be used before the main activity.*

1. Be sure pupils have time allotted daily for independent reading of materials of their own choosing.
2. Reuse *Workbook* page 1. Have pupils choose one of the make-believe passages and write another paragraph about the situation.
3. Have a group of three or four pupils develop a comic-strip mural of the story "The Loose Tooth." They should plan an illustration for each key event and write dialogue in conversation balloons.
4. Have pupils reread "The Rude Wind" and make a list of words that tell how things moved because of the wind. (dancing, struggling, flapped, and so on)
5. Have pupils choose the four words in any one box on *Workbook* page 5 and write sentences to illustrate their meaning.
6. Tell pupils that all the incidents described on *Workbook* page 9 actually happened. Have them work in pairs (a) to decide what happened next in each case or (b) to choose one of the examples and write a solution to the problem.
7. After completing *Workbook* page 11, have pupils learn Mary Emma's skipping song and try it out.
8. Have available a large number and variety of puppets so that pupils can dramatize stories from the reader or stories of their own.
9. Put out two boxes, one labelled "places" and one labelled "characters." In the first box, put any number of cards on which are written the names of places, both real and imaginary. In the second box place cards on which are written the names of people or animals (both real and imaginary). Pupils select one place card and two character cards and write an imaginary story that uses the setting and characters indicated.
10. Have pupils write a conversation between themselves and an imaginary friend. This friend might be a real person, such as a sports hero or famous actress, or a fantasy character (troll, witch) or a talking animal.
11. Make a "Magic Window" frame out of old bits of lumber and some hinges. Tell pupils to imagine that when they open the window they can see an imaginary land – either real or fantasy. Have them draw or write about the country that they see through the "Magic Window." They might then put a background behind the window and tell a story about the land – using puppets, if they like.
12. Make available a number of poems (either in books or mimeographed) that pupils can read alone or in small groups and prepare for choral reading.
13. Make a number of "What If?" cards that pupils can use as story starters.

Example: What would happen if . . .

  - chairs could walk around?
  - people were in zoo cages and animals came to see them?
  - your pet cat could talk?
  - you woke up one morning to find you had shrunk to the size of a grasshopper?
14. Pupils can make their own "planets" by covering a balloon with papier-maché and then painting it. These can be suspended around the room. Pupils can name their planets and write about life on that planet.
15. If you have the *Phonics Workbook*, assign pages as needed.



## BOOKS TO READ

*The books in this list are suggestive only. Each was chosen for its relationship to the theme, but you will have favorites of your own to add or substitute. After you have read a book to pupils, put it on the library table so that pupils can look at it and retell the story in their own words. A list of the publishers (or their representatives) and addresses is provided at the end of the Sourcebook.*

1. *Old MacDonald Had an Apartment Building*, Judith Barrett (Atheneum)  
The superintendent of an apartment building turns it into a farm.
2. *Mr. Benn – Red Knight*, David McKee (Puffin)  
Mr. Benn dons a magnificent suit of red armor, and suddenly all sorts of magical things happen.
3. *A Special Trick*, Mercer Mayer (Dial Press)  
Elroy finds himself in magical trouble when he tampers with the magician's books.
4. *Miss Clafooty and the Demon*, J. David Townsend (Dell – Yearling)  
One night, the purple demon knocks on Miss Clafooty's door while she is alone with her hoard of gold and silver.
5. *The Great Quillow*, James Thurber (Harcourt, Brace, Jovanovich – Voyager)  
Quillow the toymaker outwits Hunder the giant.
6. *The Witch's Egg*, Madeline Edmondson (Dell)  
Agatha, a bad-tempered old witch, hatches a baby cuckoo from an egg she has found.
7. *The Man Who Lost His Head*, Claire H. Bishop (Viking – Seafarer)  
A man awakes one morning without a head and sets off to find one.
8. *Arabella, the Pink and Gold-Spotted Elephant* (Jonathan Cape)  
Barnaby, Alexander, and Emma find a peculiar elephant in an old wardrobe.
9. *Animal House*, Ivor Cutler (Heinemann)  
Simon Diamond's house blows away, and so his dad borrows the zoo animals to construct a temporary dwelling.
10. *Albert's Toothache*, Barbara Williams (Dutton)  
No one pays attention when Albert complains of a toothache, because Albert is a turtle, and turtles don't have teeth.
11. *Take Me to the Moon*, Sal Murdocca (Lothrop, Lee & Shepard)  
Theresa the dragon helps engineer the Queen's trip to the Moon.
12. *The Wishing Hat*, Annegert Fuchshuber (Morrow)  
Korbinian finds a new hat in his living room and decides it must be a wishing hat.
13. *Mandy and the Flying Map*, Beverly Allinson (Women's Press)  
Mandy goes off on a delightful fantasy ride on her map.



# Activity 1

## Talking about the Unit theme, Imagine!

### “Lion at School”: Listening to a story Distinguishing fact and fancy

talk about Unit  
theme

On the chalkboard write the word imagine. Ask pupils what it means. This is a different concept. Children will likely equate imagining with pretending and play activities in which they act out roles. Encourage them to think of imagining as seeing things in their minds – things that are possible (how they'll win the hockey game on Saturday) and things that are impossible (like flying off to visit the moon).

attend to a story

Instruct pupils to listen as you read a story about a shy, unhappy girl who used her imagination to give her courage. Read “Lion at School” in sections, as shown. Use the questions at the end of each section to focus attention on the girl's use of her imagination.

## LION AT SCHOOL

Once upon a time there was a girl who didn't like going to school, so she always set off late. Then she had to hurry, but she never hurried fast enough.

One morning she was hurrying along as usual when she turned a corner, and there stood a lion, blocking her way. He stood waiting for her. He stared at her with his yellow eyes. He growled, and when he growled she could see that his teeth were as sharp as skewers and knives.

He growled: “I'm going to eat you up.”

“Oh dear!” said the girl.

“Wait!” said the lion. “I haven't finished. I'm going to eat you up *unless* you take me to school with you.”

“Oh dear!” said the girl. “I couldn't do that. My teacher says we mustn't bring pets to school.”

“I'm not a pet,” said the lion. He growled again, and she saw that his tail swished from side to side in anger – *swish! swish!* “You can tell your teacher that I'm a friend who is coming to school with you,” he said. “Now, shall we go?”

The girl said: “All right. But you must promise two things. First of all, you mustn't eat anyone; it's not allowed.”

“I suppose I can growl?” said the lion.

“I suppose you can,” said the girl.

“And I suppose I can roar?”

“Must you?” said the girl.

“Yes,” said the lion.

“Then I suppose you can,” said the girl.

“And what's the second thing?” asked the lion.

“You must let me ride on your back to school.”

“Very well,” said the lion.

He crouched down on the pavement, and the girl climbed on to his back and held on by his mane. Then they went on together towards the school, the girl riding the lion.

Even so, they were late and arrived just as the teacher was taking attendance.

The teacher stared at the lion, and all the children stared at the lion, wondering what the teacher was going to say. Then the teacher said to the girl: "You know you are not allowed to bring pets to school."

The lion began to swish his tail – *swish! swash!* The girl said: "This is not a pet. This is my friend who is coming to school with me."

The teacher still stared at the lion, but she said to the girl: "What is his name then?"

"Noil," said the girl. "His name is Noil. Just Noil." She knew it would be no good to tell the teacher that her friend was a lion, and so she turned his name backwards: LION – NOIL.

### make inferences

### distinguish fact and fancy

#### Questions:

Was the lion a real lion? Why do you think that?

Why do you think the girl invented the lion?

What did she imagine on the way to school? after she got there?

What really happened?

All that morning the lion sat up on his chair next to the girl, like a big cat, with his tail curled round his front paws, as good as gold.

He didn't speak unless the teacher spoke to him. He didn't growl, he didn't roar. At recess, the girl showed the lion how to drink milk through a straw.

"This is milk," she said. "It makes your teeth grow strong."

"Good," said the lion. "I want my teeth to be strong to crunch bones."

They went into the playground, and everyone stopped playing to stare at the lion. Then they went on playing again, but the girl just stood in a corner of the playground, with the lion beside her.

"Why don't we play like the others?" the lion asked.

The girl said: "I don't like playing because some of the big kids are too big and rough and knock you over."

The lion growled. "They wouldn't knock ME over," he said.

"That's one big boy – the very biggest," said the girl. "His name is Jack Tall. He knocks me over on purpose."

Just then the bell rang again, and all the children went back to their classrooms. The lion went with the girl and sat beside her while the teacher read a story aloud. Then the children drew and wrote until dinner time. The lion was hungry, so he wanted to draw a picture of his dinner.

"What will it be for dinner?" he asked the girl. "I hope it's meat."

"No," said the girl. "It will be fish fingers."

Then she showed the lion how to hold the yellow crayon in his paw and draw fish fingers. Underneath his picture she wrote: "I like meat better than fish fingers."

When it was dinner time, the lion sat up on his chair at the dinner table next to the girl and ate everything on his plate, and then he ate anything that the girl had left on her plate.

He ate very fast, then he said: "I'm still hungry; and I wish it had been meat."

### recall details

### draw conclusions

#### Questions:

What did the girl imagine at school?

Do you think she needed her lion with her in school?



After dinner all the children went into the playground.

All the big kids were running about, and the very biggest boy, Jack Tall, came running towards the girl; he was running in circles, closer and closer to her.

"Go away," said the lion. "You might knock my friend over. Go away."

"Shan't," said Jack Tall.

The girl got behind the lion. The lion began to swish his tail: *Swish! Swash!* Jack Tall was running closer and closer and closer. The lion growled. Then Jack Tall saw the lion's teeth as sharp as skewers and knives. He stopped running. He stood still. He stared.

The lion opened his mouth wider – so wide that Jack Tall could see his throat, opened wide and deep and dark like a tunnel to go into. Jack Tall went pale.

Then the lion roared.

He roared and he **ROARED** and he **ROARED**.

All the teachers came running out to see what the matter was. All the children stopped playing and stuck their fingers in their ears. And the biggest boy, Jack Tall, turned round and ran and ran and ran – out through the playground – out through the school gates – along the streets. He didn't stop running until he got home to his mother.

The girl came out from behind the lion.

"Well," she said, "I don't think much of *him*. I shall never be scared of *him* again."

"I was hungry," said the lion. "I could easily have eaten him. Only I'd promised you."

"And his mother wouldn't have liked it," said the girl. "Time for afternoon school now."

"I'm not staying for afternoon school," said the lion.

"See you on Monday then," said the girl. But the lion did not answer. He just walked off.

On Monday morning the girl started in good time for school, because she was looking forward to it. She arrived in good time, too.

At recess Jack Tall came up to the girl.

"Where's your friend that talks so loudly?" he said.

"He's not here today," said the girl. "But he might come another day. He easily might. So you watch out, Jack Tall."

— Philippa Pearce

distinguish fact and fancy

**Questions:**

What did the girl imagine happened when Jack Tall teased her?

What do you suppose really happened?

How did the imaginary lion help the girl?

Why didn't she need him on Monday?

relate the story to Unit theme

Help pupils to realize that in this story most things that are described are very ordinary – it is only in the girl's imagination that extraordinary things are happening.

Have pupils talk briefly about things they have imagined.

# Activity 2

## Applying context and phonic cues to close sentences

**Note:** Pupils will become independent in word perception only if they are taught how to make the best use of context cues and how to apply their knowledge of phonics to identify words. It is extremely important that pupils be taught how to do this and then directed in further application of the skill during all reading activities.

Have the following sentences on the chalkboard or on a transparency before the lesson. Have pupils read each sentence and think of a word to complete it. Then write, as a beginning letter, the first of the bracketed letters and have pupils make sure they have a word that fits the phonic cue as well as the meaning.

Provide the alternate phonic cue and have pupils provide a second word (vanished instead of disappeared, for example).

Discuss the meaning cues in each sentence. Be sure pupils recognize that sometimes the cues came after the word. Remind them of the importance of reading beyond an unfamiliar word when trying to identify it.

1. Donald kept on looking and looking, but his favorite marble seemed to have (d) (v) . (disappeared, vanished)
2. She picked up the baby robin very (g) (c) and got it back into the nest without hurting it. (gently, carefully)
3. When Jon returned Mrs. Barton's lost ring, she got out her purse and gave him a (n) (q) . (nickel, quarter)
4. Shari read the (d) (i) out loud while her mother and dad tried to put her new bike together. (directions, instructions)
5. They were so busy talking that they didn't (s) (n) the (r) (b) hop up to the picnic basket and wiggle its long ears. (see, notice / rabbit, bunny)

## Workbook Activity, page 1: Distinguishing fact and fancy Identifying cues to fanciful writing

distinguish fact and fancy

identify cues to fanciful writing

Write "make-believe" on the chalkboard and clarify that a story of "make-believe" tells about things that couldn't ever happen except in a story. Remind pupils that some stories tell about real things that could happen in our world, while others tell about make-believe things. Point out that a reader should always be looking for clues that tell whether a story is real or make-believe.

Read the directions at the top of page 1 with pupils.

Read the first paragraph with pupils. Have pupils suggest which words and phrases should be underlined (once upon a time; What's-Its-Name).

Have pupils complete the rest of the page independently. If possible, discuss the completed work with pupils, having them explain why they underlined particular words or phrases. (Paragraphs 1, 3, 4 are make-believe. In paragraphs 3 and 4, pupils might underline the following words: from the mermaids' old dresses, the green scales turned into pieces of gold; a boy as thin as paper, sliding under doors, folded himself into an envelope.)



# Activity 3

**Handstands, pages 3-4: Studying the Contents pages**  
**page 5: Reading a poem – “Something to Think About”**  
**“Mr. Moon: A Song of the Little People”: Listening to a poem**

**Note:** *The selections in Handstands for Unit 52 have been carefully chosen to provide a comfortable beginning in the reading of Level 6. The selections are short, and present few vocabulary difficulties or complex language structures. In keeping with the theme, they are “fun” selections to be read for entertainment. Most of them should be read from beginning to end without interruption.*

*As well as providing the pupils with a comfortable beginning in Handstands, this unit gives the teacher a good opportunity to observe pupils’ approaches to reading.*

- Do pupils appear to enjoy reading?
- Can they sustain attention as they read a whole story?
- Do they respond to imaginative ideas in the stories?
- Do they enjoy sharing ideas about stories and poems?
- Do they approach unfamiliar words confidently?
- Do they read beyond the literal meaning to form sensory impressions, make inferences, recognize implications, and so on?

*The selections were chosen, too, to provide strong motivation for oral language activities such as dramatization, discussions, conversations, oral reading, and so on. This provides pupils with an opportunity to interact with and get to know their classmates as a new term begins. It is important, too, that the teacher assess the ability of pupils to express themselves orally in a variety of situations. As pupils react to the stories, teachers can make many observations.*

- Do pupils take part in oral activities in a relaxed and confident manner?
- Do they listen and respond to the ideas of their peers, thus contributing to the development of an idea?
- Do they share the speaking time with others?
- Are they tolerant of the language patterns and/or difficulties of others?
- Do they respect different ideas?
- Do they have a vocabulary adequate to their needs?
- Do they use a variety of sentence patterns?
- Are their sentences of varied lengths?
- Is their pronunciation and enunciation generally accurate?
- Do they enjoy language play such as dramatizations, story telling, and so on?
- Are they usually successful in communicating their ideas effectively?

*By the end of Unit 52, teachers will have formed some general impressions of the language levels of their pupils and noted some areas that will require special emphasis in subsequent units for groups or individuals. More specific assessments should be made as the work proceeds.*

## use the Contents page

Recall with pupils the purpose of the Contents page in a book. They should recognize that it provides them with information such as a list of titles, the name of the author of each selection, the location and length of each selection. Have them turn to pages 3 and 4 and answer the following questions:

### Questions:

- On what page would you find
  - “Six Little Houses”?
  - a story about a snowblower?
  - a story about a boy and a wild animal?
  - a poem called “The Moon”?
- How long is
  - “The Rude Wind”?
  - “Making Harpoons”?
- Which authors wrote two selections in the book?
- What is the title of the first selection in the book?
- Why is that a good title for a selection that begins a book?

## interpret a poem

Have pupils turn to page 5 and read the poem silently.

### Questions:

- What problem is the poet thinking about?
- Do you think it's likely to be a problem soon?
- Do you think stars would make good traffic lights?
- Do airplanes have any traffic control now?

Read the poem orally to the group and then have one or two pupils read it aloud.

## attend to a poem

Tell pupils to listen as you read a poem in which the poet imagines something very different from people zooming through the skies. Unless they are accustomed to poems and stories about the “wee folk,” tell them that some people used to believe that leprechauns, elves, gnomes, and fairies danced by the light of the moon in a magic ring and that these creatures were known as the “little people,” the “wee folk,” or the “good folk.”

Read “Mr. Moon: A Song of the Little People” twice as the pupils listen.

### MR. MOON: A SONG OF THE LITTLE PEOPLE

O Moon, Mr. Moon,  
When you comin' down?  
Down on the hilltop,  
Down in the glen,  
Out in the clearin',  
To play with little men?  
Moon, Mr. Moon,  
When you comin' down?

♦♦♦♦

O Mr. Moon,  
Hurry up along!  
The reeds in the current  
Are whisperin' slow;  
The river's a-wimplin'  
To and fro.

Hurry up along,  
Or you'll miss the song!  
Moon, Mr. Moon,  
When you comin' down?

♦♦♦♦

O Moon, Mr. Moon,  
When you comin' down?  
Down where the Good Folk  
Dance in a ring,  
Down where the Little Folk  
Sing?  
Moon, Mr. Moon,  
When you comin' down?

— Bliss Carman

*During a discussion, do you encourage pupils to ask each other questions?*

**interpret a poem**

**Questions:**

What does the poet wonder?  
Why might he think the moon sometimes comes down among the “little people”?  
What might make the moon look as if it were dancing?

**relate poems to Unit theme**

Do you remember the story “Lion at School”? In that story, the little girl imagined a lion, to give herself courage at school. Why do you think the authors of these two poems (“Mr. Moon: A Song of the Little People” and “Something to Think About”) “imagined”?

## Activity 4

**Talking about the Unit theme, Imagine!**

**Telling imaginative stories**

**Writing a group composition**

Write the word imagine on the chalkboard, and recall the discussion of Activity 1.

Have pupils react to questions such as the following:

When do you like to imagine?  
What kinds of things do you imagine?  
Is it important to imagine when you read?

Have each of the following paragraphs written on cards. Distribute them to group members.

Tony started to run along the zigzag path toward home. The shadows became longer, and the sun went down behind the mountain. Suddenly he saw THEM everywhere – all shapes and all sizes, some spotted, some plain – and they were all coming toward him.  
Imagine! What happened?

Mrs. Beedlebee got her little bit of garden ready and planted the package of tiny, brown petunia seeds. But something was left in the package – it was a big seed – a very big seed. And it was as blue as a robin’s egg. Mrs. Beedlebee had never seen such a big seed before – and she’d never seen a blue seed before – but she planted it anyway.  
Imagine! What happened?

“This isn’t a snowstorm any more,” Trina thought to herself. “It’s a blizzard! I’d better hurry!” But the snow got thicker, and the wind got stronger until Trina could hardly see where she was going. She should have been on her own block now, but everything looked strange.  
Imagine! What happened?

**compose and tell imaginative stories**

Have each pupil with a card read the story beginning to the group, and, after allowing a short time for “imagining,” choose several different pupils to complete it.  
Be sure pupils note that different imaginations created different endings.



Have the following story beginning on the chalkboard:

It's hard to be a fisherman (farmer) in the city. But \_\_\_\_\_ was determined to be just that.

**write an imaginative story as a group**

Have pupils provide a name for the story hero and then think of imaginative solutions for the problem posed. Jot down the ideas without necessarily developing them. Then have pupils consider (i) which ones should be developed and included and (ii) the sequence in which they should be used.

**observe conventions of writing**

Using this as a guide, have pupils dictate a composition that you record on the chalkboard. As you write, draw attention to the use of punctuation and capital letters. Occasionally have a pupil spell a word you are about to write.

**evaluate a group composition**

Read the completed story to the pupils and have any obviously awkward sentences reworded. Then discuss these questions:

Did we find satisfactory solutions to the problem set in the story beginning?

Did we write a good ending for the story?

**Note:** Teachers are urged to make the writing of group compositions a priority. While this activity continues to contribute to growth in reading, at Levels 6 and 7 its main contribution is to the development of competence and confidence in a writing situation. During the writing of the composition, pupil attention should be focussed on the organization of ideas, their effective expression in a variety of sentence patterns, selection of precise vocabulary, the conventions of written form, and so on. In follow-up lessons attention can be given to revising and editing the writing. (See page xx of the Introduction for a more complete discussion of the use of the group composition.)

## Activity 5

**Handstands, pages 6-10: Reading a story – “The Loose Tooth”**

**Interpretation skills:** Recognizing fanciful writing  
Forming sensory impressions

Recognizing fanciful writing: Pupils will recognize that, while some stories are about real things and plausible or possible events, others tell about things that happen only in the imagination. They should recognize that some fanciful stories (“The Rude Wind”) tell about real things and real people who have very unusual adventures, while others (“The Loose Tooth”) tell about imaginary creatures such as trolls and moles that live in furnished houses. Pupils should learn to note features of a story that suggest it takes place in the world of imagination.

Forming sensory impressions: A reader should respond to an author's appropriate use of language by being able to see, hear, or feel what is being described. An author often uses language to recall an actual sensory experience for the reader. For example, as the author of “The Rude Wind” describes the letters “flying in all directions,” children who have seen papers or litter scattered by the wind will use that experience in visualizing what the author describes.

Do you help pupils to use context, semantic, and phonic cues to decode unknown words?

### Core Vocabulary

**Unit** – am please more really through

**Review** – tried trying

### Application of known phonic and structural principles

tooth them then that ith nithe thay  
breeze troll promise string bless  
bed/post door/knob apple/sauce criss/cross

use Contents page  
and story title

### Preparation for reading

Have pupils locate the title on the Contents page and note the story title, then study the illustrations on page 6 and try to decide who has the loose tooth. Have them predict whether the story describes real or imaginary events. Have the characters identified from the first line and then have the pupils complete the reading of the story independently.

**Note:** *In the preparatory step of each reading lesson, pupil attention is focussed on information within the text, such as title, opening lines, illustrations, that helps them to develop an interest in the selection or set a purpose for reading it. This helps pupils to develop a system for “getting into” a story when reading independently.*

### Guiding the reading

Guide pupils in thinking about the story ideas after they have completed the reading of the whole story.

form sensory  
impressions

### Questions:

How do you think Troll sounded when he called Mole. Why? How did he look?

How do you think he sounded and looked when Troll told him how to pull the tooth? Why were the illustrations important in this story?

react to story ideas

Do you think Mole is a good friend? Why?

Think of another story with a troll in it. How was that troll different from the one who had the loose tooth? (Most pupils should know the story “The Three Billy Goats Gruff,” page 185 in *Leapfrog*, but you may want to read the description of that troll to refresh their memories.)

recognize fanciful  
writing

What did you notice in the story that told you it was “make-believe” or “fanciful”?

As the pupils answer the last question, list on the chalkboard general statements such as:

There are no such things as trolls.

Moles don’t live in houses.

The mole and the troll talked.

read orally to  
communicate  
emotions

Assign a part of the story to each of the pupils. Instruct them to think about how Mole and Troll felt in that part of the story and prepare to read it orally. Remind them to be sure they can pronounce all the words in the section to be read.

As each pupil reads orally, note those who have difficulty distinguishing between matter-of-fact and emotional statements. Encourage pupils to think about the story meaning and reflect the author’s intent in their reading.

**Experience extension:** Have each pupil think of or invent his/her own family way of pulling a loose tooth. Then have pupils, in pairs, take the roles of Mole and Troll and dramatize the scene as the new method is explained to Troll.

### **Workbook Follow-up, page 2: Reading a story Answering questions**

**read a story and  
note details**

**write answers to  
questions**

Have pupils read the short essay about trolls and answer the questions. Then have them fold a piece of paper into four parts and in each part draw their impression of one of the trolls. Suggest that they write two or three words to describe each troll beside its picture.

In a short follow-up discussion, have pupils compare their answers to the questions and share their descriptive words.

## **Activity 6\***

### **Associating sound and symbol – consonants, consonant digraphs**

**Note:** *This activity deals with material that should be thoroughly familiar to pupils at this level. You may feel your pupils don't require it. However, it is included for assessment purposes where needed.*

**associate sound  
and symbol  
(consonant and  
consonant  
digraphs) in initial  
position**

1. Pronounce each of the following words:

Have pupils write the letter or letter combination that represents the initial sound of each word:

monument	timber	visible
hilarious	wonder	quiver
difference	superior	polite
thunder	repeat	whistle
noble	lonely	journey
chart	government	final

**associate sound  
and symbol  
(consonant and  
consonant  
digraphs) in final  
position**

2. Pronounce each of the following words. Have pupils write the letter or letter combinations that represent the final sound of each.

munch	bald	dash
sailor	complain	iceberg
drift	grim	legal
pick	calf	grab

**associate sound  
and symbol  
(consonants and  
consonant  
digraphs)**

3. Write on the chalkboard, in random order, a selection of the consonants and consonant digraphs. As you write each, have pupils give words that begin with the sound the letter represents. Note that they may give words for the letter c that begin with either /k/ or /s/, and for the letter g, words that begin with either /g/ or /j/.

If any of the single consonants or digraphs cause difficulty, take time to review them carefully. Direct the individuals who have difficulty as they study representative words and form generalizations that relate the letters to the sounds they represent. One sample activity is included in the appendix.



# Activity 7

## Reading the composition Evaluating and revising the composition

Have the group recall the story they developed in Activity 4 and then read the group composition silently.

### Questions:

Does the story say what we wanted it to say? (Pupils will likely find that what seemed perfectly clear at the time of writing is vague or has gaps in it when it is considered later.)  
If not, how can we improve it?

evaluate the  
composition

evaluate story  
sequence

select precise  
vocabulary

improve sentences

recognize the  
conventions of  
writing

Have pupils consider the sequence and decide if the organization is the best possible.

Direct attention to specific words for which you think a more interesting or precise word could be substituted. Have pupils consider alternatives.

If the composition could be strengthened by combining some sentences or by adding more descriptive words, help pupils to do this.

Question pupils about the use of punctuation marks and capital letters in the composition, having them explain why they were used as they were.

Have the group listen as one or two pupils read the revised composition aloud.

Have a pupil copy the revised composition on chart paper to replace the first draft.

**\*Note:** At this level, rather than keeping a permanent file of the compositions on chart paper, each group might keep a special notebook in which the final version of each composition is recorded. If compositions are done originally on chart paper, these should be kept available for reference for several weeks.

### Workbook Follow-up, page 3: Writing a story ending

Have pupils read the story opening, think about the questions posed, then finish the story.

write a story ending

When the writing has been completed, have each pupil share his/her story with a partner. After listening to the story, the two pupils should discuss whether the story ending:

- (i) adequately answers the three questions,
- (ii) provides a satisfying ending for the story.

# Activity 8

**Handstands, pages 11-15; Reading a story – “The Rude Wind”**

**Interpretation skills:** Recognizing fanciful writing  
Forming sensory impressions

## Core Vocabulary

**Unit** – carry (carried, carrier, carrying) through wind

**Review** – opened their trying

## Application of known phonic and structural principles

out about around shouted  
trying turning roared swooped slammed  
rapped flapping tugging shopping

## Preparation for reading

Have pupils locate the story on the Contents page and suggest things the wind might do that would be considered rude. Then have pupils read the whole story independently.

## Guiding the reading

After pupils have completed the reading, direct their consideration of the story ideas, using questions such as the following:

### Questions:

How can you tell that this story is make-believe or imaginary?  
(Stress in the discussion that, except for Kristi flying through the air and the wind talking, the story simply describes a windy day.)

If you had looked over Kristi's shoulder as she looked out of her window, what would you have seen?

What things happened that you would really see or hear on a windy day? (List on the chalkboard details such as “windows rattled,” “leaves shook,” and so on.)

Find the words or phrases the author uses to describe the noise made by the wind. (List these on the chalkboard. Pupils should note words such as “Whee!” as well as “chuckled,” “roared with laughter,” and so on. Have pupils relate these to sounds they have heard on a windy day.)

What effect did the noises the wind made and the sight of everything blowing around have on Kristi? (Pupils should recognize Kristi's trip as something she imagined.)

Instruct pupils to listen as you read a poem that describes what another child imagined on a windy, rainy night.

## WINDY NIGHTS

Whenever the moon and stars are set,

Whenever the wind is high,

All night long in the dark and wet,

A man goes riding by.

Late in the night when the fires are out,

Why does he gallop and gallop about?

use the Contents  
page

recognize fanciful  
writing

form sensory  
impressions

relate story ideas to  
Unit theme

relate a poem to the  
story ideas and to  
Unit theme

Whenever the trees are crying aloud,  
 And ships are tossed at sea,  
 By, on the highway, low and loud,  
 By at the gallop goes he:  
 By at the gallop he goes, and then  
 By he comes back at the gallop again.

— Robert Louis Stevenson

Talk briefly about the imagery of the poem and the contrast between the mood of the poem and the story. (Have pupils note the fun and boisterousness of the story and the eerie, mysterious feeling of the poem.)

### **Workbook Follow-up, page 4: Completing sentences Answering questions**

**recall and extend  
 story ideas**

Have pupils think about “The Rude Wind” and complete the sentences and answer the questions on page 4.

**complete sentences**

Discuss the answers with the group, since individual pupils will have different answers.

## **Activity 9\***

### **Dramatizing a story event Developing a descriptive monologue Developing a conversation**

In a brief activity, have pupils enjoy dramatic play based on “The Rude Wind.”

Props should not be used – encourage children to use their imagination to develop their roles and to picture the setting. Some suggestions follow:

**dramatize a story**

(i) Pupils may be assigned the various roles and then act out the story. Preparatory discussion should consider such things as the route along which Kristi will be “blown,” where they encounter various people, and so on. Dialogue should be spontaneous. After each “performance” have the group comment on the effectiveness of the dialogue and the action in communicating the ideas of the story.

**develop a  
 descriptive  
 monologue**

(ii) Pupils may be given various roles and asked to describe what they saw when Kristi soared by with the wind. They might take the part of a traffic officer, a child in the school yard, Kristi’s mother, a very old man sitting on a park bench.

**develop a  
 conversation**

(iii) Divide the group into pairs and have them act out one of the following conversations:

- a police officer reporting to his superior what he had seen
- a child from another class telling the teacher about Kristi
- the letter carrier explaining to the postmaster why he lost the mail
- a child from Kristi’s class telling his/her mother what happened in the classroom
- someone who had been downtown shopping telling a friend about Kristi and the wind



# Activity 10\*

## Associating sound and symbol – consonant blends

understand term  
“consonant blend”

recognize words  
with consonant  
blends

associate sound  
and symbol in initial  
position (consonant  
blends)

associate sound  
and symbol in final  
position (consonant  
blends)

recognize words  
with consonant  
blends

recognize core  
vocabulary

apply knowledge of  
consonant blends  
and digraphs to  
identify words

understand  
sentence meaning

1. Use the following groups of words to review the term “consonant blend.”

rain	pit	ray	sing	team
train	spit	tray	sting	steam
strain	split	stray	string	stream

Point out the importance of looking carefully at the whole word and checking the meaning of the sentence. (I fell in the steam has a very different meaning from I fell in the stream.)

2. Pronounce each of the words below. Have pupils write the letters that represent the blend at the beginning of each:

bracelet	swing	spray
travel	scream	straw
glitter	drain	steam
crunch	blister	clear

3. Repeat the above procedure with blends at the end of the word:

whisk	cold	task
pound	sound	coast
waist	wasp	bolt

4. Have pupils read each of the following sentences:  
Stand very still, and the stray kitten will creep up close to you.  
Water from the pump splattered the floor.  
He used to boast that he could catch a cricket.

## Workbook Follow-up, page 5: Matching definitions and words

Have pupils read each sentence, then, from the four words in the box to the right, choose the one that is defined in the sentence and write it on the line provided.

**Note:** This page is marked as Assessment. You will want to check the page yourself to note pupils who are experiencing difficulty and need reteaching.

# Activity 11

“The Wind and the Loaf”: Listening to a story  
Forming sensory impressions  
Distinguishing fact and fancy  
Noting important details

Have pupils listen as you read the story “The Wind and the Loaf,” then answer the questions at the end of each section.

## THE WIND AND THE LOAF

Once upon a time a little wind grew tired of playing with the leaves and decided to have some fun. “I could tangle up some washing on the lines,” he thought, “but I’ve done that before. I could blow down a TV aerial or two, but that’s not much fun, either. I know what I’ll do.” And the wind went skipping over the rooftops looking for someone to play a new trick on.

Now it happened that this was Saturday, and Saturday was the day that old Mrs. Poompersnitz always had baked beans and brown bread for her supper. But today when she peeked in the high cupboard there was nothing left but the dry heel of the loaf. Just then she saw the postman coming up the hill.

"Oh, Mr. Postman," she called from the window. "Do stop at the store and tell them to send me up a loaf . . . brown . . . and some milk, please."

The little wind had been lurking around the window, and now he laughed as he caught the words and twisted the sounds around and snuffled and muffled and gruffled them until by the time he tossed them to the postman they sounded like this: "Oh, Mr. Postman, do stop at the store and tell them to send me up a coat . . . brown-silk, please."

"Brown silk coat for Mrs. Poompersnitz," the postman said as he marched down the hill. "Brown silk coat, well, that's easy enough to remember."

By and by the postman grew tired, and he sat down to rest. Soon he saw Jenny Newton pedalling furiously along on her bicycle. "Ah, she goes right by the store, and my feet are so tired," the postman thought.

"Jenny Newton," he called. "Do stop at the store and tell them to send Mrs. Poompersnitz a brown silk coat, please."

How the little wind gurgled and laughed over that one. And when he threw it back, what Jennie heard was this: "A brown, silky goat, please."

"Ho, ho, a brown, silky goat, please," Jennie sang as she pedalled off. But by and by she saw some children playing ball and stopped to play with them. As she swung off her bicycle, she saw little Mr. Tottersby walking slowly down the street with a market basket over his arm.

"Oh, Mr. Tottersby," Jennie called. "Do tell them at the store to send up to Mrs. Poompersnitz a brown, silky goat, please."

"Oh," shrieked the wind, "this is just too funny. I'll play this trick once more, and then I'm off up the hill to see Mrs. Poompersnitz's face when she see what she gets from the store."

"Tut, tut," said Mr. Tottersby as he tottered along. "Whatever does Mrs. Poompersnitz want with . . . oh, well, it's her business, I'm sure, and she's likely trying some of those new TV recipes."

#### note details

#### distinguish fact and fancy

#### form sensory impressions

#### Questions:

How does this story show the importance of listening carefully?  
How did Mrs. Poompersnitz's message get changed? (Write the three versions on the chalkboard.)

Do you think the story is real or make-believe? Why?

What kind of day do you picture in your mind as you listen to the story?

Mr. Tottersby went into the big store and picked out his groceries. Then he looked and looked all along the shelves, but he didn't see anything that could be what Mrs. Poompersnitz wanted. So he went to the cashier's desk, paid his bill, and started away.

"Will that be all?" asked the cashier.

"Oh, dear, I almost forgot," said Mr. Tottersby. "Send up some ground frilly trout sneeze to Mrs. Poompersnitz."

"Some wh-a-a-a-at?" said the cashier.

"Some ground frilly trout sneeze," Mr. Tottersby repeated and left the store at once.

"I'll call the wholesaler," the grocer said, when the tired clerks had finished searching the shelves. "It must be a new kind of something . . .

toothpaste, perhaps, or a soft drink. I shall have to order a lot because everyone will be asking for it."

"Never heard of it," said the wholesaler, banging down the telephone. "Ground frilly trout sneeze, indeed."

Just then Jenny came into the store.

"Jenny," said the grocer, "tell me, did you ever hear of ground frilly trout sneeze? You listen to the radio, watch TV, and all that. It's something that Mrs. Poompersnitz wants us to deliver. Mr. Tottersby told us."

Jenny whooped with laughter. "I guess he heard me wrong," she giggled. "Mr. Postman told *me* to tell you and I told Mr. Tottersby to tell you. What Mrs. Poompersnitz wants, really, is a brown goat. One with silky fur."

The grocer sighed. "This is a grocery store, not a pet shop," she said, "but for old Mrs. Poompersnitz I will get a brown goat with silky hair. After all, she is one of my best customers."

Mrs. Poompersnitz was just taking the bean crock from the oven when she heard a rap at her door. "That must be my brown loaf," she said and ran to the door.

The little wind giggled and gurgled around the door and hugged itself with mischief. It ruffled the brown silky hair on the little goat's back and made the bell around its neck tinkle.

Mrs. Poompersnitz opened the door.

"Here you are," said the grocer. "Here is the brown silky goat you told the postman to have me send up. And, believe me, it's a whole lot easier to find a brown silky goat than ground frilly trout sneeze."

"Whatever are you talking about?" said Mrs. Poompersnitz. "And where is my Saturday loaf?" But the grocer was already far down the hill, with the little wind pushing after her.

"Well, it can't be helped now," Mrs. Poompersnitz sighed. "I suppose I'll have to keep it. It really is quite pretty, and I will have milk and cheese without having to go to the store."

So she picked up the rope and led the ground frilly trout sneeze, brown silky goat, please, brown silk coat, please, brown loaf and milk, please . . . into her little barn. And the goat is still there.

— Gloria Logan

relate a story to  
previous experience

#### Questions:

How do you think the wholesaler looked when the grocer phoned him?

Why has the wind blown off to wait at Mrs. Poompersnitz's door?

What do you think he saw when the grocer arrived?

You have read a story about the rude wind. What adjective would you use to describe the wind in this story?

How are the two winds alike? different?

retell a story

Add the last message to the chalkboard list. As pupils identify the person who gave each, write the names on the chalkboard.  
Have several children retell the story, using the chalkboard list as a guide.

**Experience extension:** Have pupils take the role of (i) Jenny and dramatize her report to the gang after she talked to the grocer about the mixed-up message; (ii) Mr. Tottersby as he tells his neighbor about the strange message and his experience at the store; (iii) Mrs. Poompersnitz as she phones a friend to tell her about the goat; (iv) the grocer as she tells her family about the strange order she had.



# Activity 12

**Handstands, pages 16-20: Reading a story – “The Martian Who Lost His 00”**

**Interpretation skills:** Recognizing fanciful writing  
Forming sensory impressions

## **Core Vocabulary**

**Unit** – more or hear

**Review** – their could who as

## **Application of known phonic principles**

space, decided “oo,” “ee” speak, field, sneeze

## **Preparation for reading**

Have pupils find the title and page number on the Contents page and, after studying the title and illustration on page 16(-17), predict what the story will be about.

Remind pupils of the importance of using phonic and context cues as they read. Tell them to skip words they can't identify, and come back to them later, or ask about them when you discuss the story.  
Have the complete story read independently.

## **Guiding the reading**

Following the reading, guide the discussion of the story using questions such as the following:

### **Questions:**

What did the illustration on pages 16-17 tell you about Mars and the Martians in the story?

How do the Martians hear?

What happened when Tiggie tried to say words with the oo sound?

What picture came to Tiggie's mind when he saw the sun shine on his spaceship?

What did he see on his return to Earth?

If Tiggie had waited a few weeks to go back to Earth, what would he have seen when he landed?

How do you think Tiggie looked when he sang the song for his father?

When did you recognize that this was going to be a story of make-believe?

What was there in the story that you think couldn't really happen?  
Do you think this story could ever be possible?

Have each pupil choose a favorite part of the story and prepare to read it orally to the group to communicate the feelings of the characters. Again remind the group that to read orally the reader should know how to pronounce all the words.

study Contents  
page and  
illustrations

form sensory  
impressions

interpret  
illustrations

recognize fanciful  
writing

read orally to  
communicate  
emotional reactions

recall story detail

write sentence endings

recognize /oo/

apply word perception skills

## Workbook Follow-up, page 6: Completing a sentence Rewriting a story

Have pupils read the directions and complete the three activities on page 6. Before they begin, remind them that words with /oo/ are not necessarily spelled with the letters oo.

In a follow-up period have pupils read their rewritten stories.

# Activity 13\*

## Developing vocabulary – synonyms

**Note:** *Rather than focussing attention on the concept of “words that mean the same, or almost the same,” emphasize the shades of meaning and the choice of a precise word.*

list synonyms

recognize shades of meaning

use synonyms accurately

1. On the chalkboard write the word big. Have pupils give other words that can be used instead of big (large, huge, enormous, gigantic, and so on). List the synonyms on the board.

Point out that while the words all mean “big,” they don’t mean exactly the same. “Enormous,” for example, is likely to be used to describe things that are *exceptionally big*.

Have pupils suggest sentences or phrases using each word. They might suggest:

- a big dog
- a huge animal like an elephant or a whale
- a large person
- an enormous spaceship

Or you might use different adjectives with the same noun and have pupils explain the difference in their mental images. For example,

- a big animal
- a large animal
- a huge animal
- an enormous animal

Write the following words on the chalkboard: mountain, pine tree, eagle, crow, elephant, Collie dog, St. Bernard dog, moving van, rocket. Have pupils decide which adjective listed best suits each of the words.

2. Write walk on the chalkboard. Tell pupils you are going to write other words that can be used instead of walk. As you write each of the words below,

- (i) pronounce it;
- (ii) have a pupil demonstrate its meaning.

march	hurry	strut	stride
stroll	limp	plod	wander

Give each of the following situations and ask pupils which word on the board comes to mind for each:

- (a) you're late for dinner
- (b) you have a blister on your heel
- (c) you're in a parade
- (d) you're very tired
- (e) it's a nice day and you've nothing much to do
- (f) you're very proud of yourself

### **Workbook Follow-up, page 7: Closing sentences**

**select precise vocabulary**

Have pupils select, from the list of words at the top of each exercise, the one best suited to the context of each sentence, and write it in the space provided.

When the work is complete, discuss the choices. In some cases several words could justifiably be selected.

## **Activity 14**

### **Recognizing the reader's responsibility to the audience when reading orally**

#### **Understanding the purpose of oral reading**

**Note:** *Basic to good oral reading is the acceptance by the reader of his/her responsibility to the audience. Readers should be aware that the purpose of oral reading is to communicate a message to an audience. The purpose of the message may vary – to inform, to entertain, to share a feeling or an interpretation – but the good reader is aware of the purpose and of the audience.*

**recognize purpose of oral reading**

Have pupils give examples of situations in which they see people reading orally (other than during reading lessons). List these on the chalkboard. For example:

The teacher reads a story.

The news reporter on TV reads the news.

The group leader reads the list of group members.

and so on.

Discuss why, in each example listed, someone read orally.

Point out that sometimes it is difficult for the audience to understand, or to enjoy, what is being read because of the way it is read. Choose a story and demonstrate to the group the following bad habits frequently found among oral readers in the primary division:

- (i) read very quickly
- (ii) read very slowly
- (iii) stumble over words
- (iv) read too quietly
- (v) read with exaggerated intonation

Have pupils identify the weaknesses from an audience viewpoint and then develop a list of standards that they feel are important.



set standards for oral reading

recognize oral reader's responsibility to the audience

read orally

use guidelines to evaluate oral reading

recognize plural and possessive endings

**Note:** Keep the list simple and specific to the needs of your group. Post it where it is readily available as a guide in evaluating pupils' oral reading during group activities. The list may be developed in a variety of ways but will likely include a number of the following points.

A good oral reader:

- knows all the words
- reads about as fast as he/she talks
- makes sure everyone can hear
- shows how people in the story feel
- changes his/her voice to show exciting or sad parts and so on

Point out that the reader must study the selection silently and think about the ideas before reading, in order to meet the standards set by the group.

Have each pupil choose a section from one of the stories in *Handstands* that has already been studied and prepare it for oral reading.

As each passage is read, have the group evaluate the reading, using the standards set.

## Activity 15\*

**Recognizing words with plural and possessive endings — -s, -es, -'s**

**Note:** Many children at this level will be thoroughly familiar with the material of this lesson. Use it only with those children who need a review or for assessment purposes.

On the chalkboard write:

Peta has one cat; Jan has two cats.

Peta's cat is bigger than Jan's cats.

Ron has ten pencils; Paul has one pencil.

Paul's pencil is yellow.

All Ron's pencils are green.

Direct attention to the words cat and cats, and pencil and pencils. Have the -s ending circled.

Review the meaning of the word plural.

Have pupils write the plural of:

hat    hill    coat    store

Direct attention to the possessive words.

Review the term "apostrophe."

Have pupils write:

Tom's ball    Jane's pet    Troll's tooth.

On the chalkboard write:

Put the dishes on the table. Put the lunches in the boxes.

Have pupils read the sentences.

Direct attention to the -es ending. Pupils should recognize the difficulty of pronouncing an -s ending on words such as lunch.

Say each of the following sentences, writing the underlined word on the chalkboard as you do so. Have pupils record the word and add the appropriate plural ending.

You can have three guess .

The rose has lots of petal .

There are four church in our town.

I bought two new watch .

interpret a poem

form sensory  
impressions

apply context and  
phonic cues to  
identify unfamiliar  
words

**Workbook Activity, page 8: Reading a poem**

**Forming sensory impressions**

Have pupils read the poem independently and think about the pictures that the author wants them to see as they read. Tell them to list the specific pictures they see and then use them to make border illustrations for the poem. Have them write a title for the poem.

## Activity 16

**Handstands, pages 21-23: Reading a picture essay – “Would You Believe that in Canada ...”**

**Interpretation skills:** Distinguishing fact and fancy  
Relating picture and text

**Core Vocabulary**

**Unit** – really    believe

**Review** – their

**Application of known phonic and structural principles**

need   heat   streams   means   place   ice;

day/light    mid/night    in/land    south/east    under/ground

ice/field    water/fall

**Preparation for reading**

Write on the chalkboard:

Would you believe ...

and have pupils suggest endings. If pupils do not suggest endings that cite very unusual situations or occurrences, suggest an ending (that there are fish that fly? or that there are rivers of ice?) and emphasize that the phrase indicates something so strange that it is hard to believe.

Have pupils locate the essay title and turn to page 21.

**Guiding the reading**

Have pupils study each picture and read silently the accompanying text. As each one is studied, have the group decide whether or not to believe the statements. Encourage children to share experiences, and to draw on knowledge gained from TV or reading. Do not yourself provide information to influence the decisions. However, direct attention to the closing statement and at that point provide any additional information you think will stimulate interest or clarify the children's ideas.

distinguish fact and  
fancy

relate picture and  
text

Point out that some things that really happen are so strange that they almost seem like make-believe. If there is a copy of *The Guinness Book of Records* in your library, you might share with the children some of the “stranger than fiction” records.

### **Workbook Follow-up, page 9: Interpreting anecdotes Answering questions**

**interpret paragraphs**

**make judgments**

**write answers**

**recognize core  
vocabulary**

Have pupils read each described incident, think about whether or not it really happened, then write answers to the questions.

Since there are no right or wrong answers, plan a follow-up period in which pupils can share their ideas. (Actually, all the incidents described are based on news reports of real incidents, but the pupils will not know this.)

## **Activity 17**

### **Writing a story**

Reread the opening paragraph of “The Wind and the Loaf.” Have pupils recall the trick the wind played. Suggest that there were many other tricks he might have thought of – then have pupils suggest a few possibilities.

On the chalkboard write:

The wind was tired of all his old tricks and wanted to try something new. He thought and thought, and then suddenly he had an idea.

**write a story**

Have each pupil complete the story, if possible using an idea not discussed in the introductory sharing. Remind the group, before the writing is started, that in “The Wind and the Loaf” the wind created a difficulty but that eventually that difficulty was solved. Suggest that pupils try to have the same pattern in their stories.

**share a story**

**react to a peer's  
writing**

When the writing is complete, divide the group into pairs. Have each pair of pupils read their stories to each other and react to them. At this time, pupils should ask their partners for needed help with spelling, punctuation, word choice.

**check conventions  
of writing**

Finally have pupils read each other's writing and point out places where spelling, punctuation, or handwriting might be improved.

## **Activity 18**

### **“Some One”: Listening to a poem**

Tell pupils that in the unit they have been asked to use their imaginations in many different ways. Point out that sometimes we have to use our imaginations to solve mysteries.

Instruct them to listen as you recite a poem about a mystery.



**Note:** If children are to develop an interest in learning poetry by memory, it is important that they hear their teachers or peers recite it. Learning some of the poems used in various activities in order to present them without reference to a book can be an important influence.

Recite “Some One” at least twice.

### SOME ONE

Some one came knocking  
At my wee, small door;  
Some one came knocking,  
I'm sure – sure – sure;  
I listened, I opened,  
I looked to left and right,  
But nought there was a-stirring  
In the still dark night;

Only the busy beetle  
Tap-tapping in the wall,  
Only from the forest  
The screech-owl's call,  
Only the cricket whistling  
While the dew drops fall,  
So I know not who came knocking,  
At all, at all, at all.

— Walter de la Mare

form sensory  
impressions

note details

relate a poem to  
Unit theme

#### Questions:

What mystery does the poet write about?  
What can you hear as you listen to the poem?  
How can you tell that it's a very quiet night?  
Use your imaginations! Who do you think is speaking in the poem?  
Who do you think knocked at the “wee small door”?

Reread the poem.

Encourage pupils to learn the poem and join you in reciting it.

## Activity 19\*

Recognizing core vocabulary: am    please    more    really  
   through    carry    wind    or  
   hear    tried    opened    could

**Note 1:** Readers learn to recognize words at sight when they meet them frequently in meaningful reading. Many of the words listed as core vocabulary are likely already familiar to your pupils because they have encountered them in earlier levels of the **Expressways** program and in their general reading. Nevertheless, these words (for example am, or, please) are included in core vocabulary activities to ensure pupils are developing an automatic response to basic function words in the language. However, it is important that children not waste time studying words they already know at sight. Teachers should omit core word activities dealing with words their pupils know.

**Note 2:** Because sight vocabulary develops naturally as readers encounter words repeatedly in meaningful reading, a word is seldom listed as core vocabulary the first time it appears in the **Expressways** program.

Have the following paragraphs on the chalkboard or on an overhead transparency:

The wind rushed through the street again today. It tried to carry a bus away, but the bus was too heavy. It could not move a car or a truck either.

But when I opened the door, it blew really hard and slammed it shut. When I opened the door again it came in and carried my papers out the window and through the town. It found more paper on the sidewalk and carried that too.

"Please, Wind," I called. "I really need my papers. I am going to take them to school."

But the wind didn't hear me.

**recognize core vocabulary**

Have pupils read the sentences silently. Point to each of the underlined words, and have them identified.

Have the whole passage read aloud.

Note any words pupils have difficulty recognizing. Provide further experiences with those words in several short reading activities throughout the rest of the unit. Pay particular attention to these words as they are encountered in regular reading activities.

**Workbook Activity page 10 – Distinguishing fact and fancy  
Writing paragraphs**

**distinguish fact and fancy**

Review the term "make-believe." Have pupils check each item that couldn't possibly happen in real life but might happen in a "make-believe" story.

**write paragraphs**

Have them write paragraphs about any two of the make-believe ideas.

When the work is complete, have pupils work in groups of two or three (i) to compare their answers to the first question and discuss any disagreement, and (ii) to share their paragraphs.

## Activity 20

**Handstands, page 24: Reading a poem – "Six Little Houses"**

**interpret a poem**

Have pupils study the illustrations and read the poem silently. Tell them that this kind of poem is called a nonsense poem. Read the poem *to them* and talk briefly about why it might be called a nonsense poem.

Reread the poem and have pupils note the effect of the rhythm.

**read a poem as choral reading**

Use the poem for choral reading. Unless your pupils have done a good deal of choral reading, begin with unison reading of the entire poem. Give strong leadership to the reading to maintain the rhythm. Stress the importance of all voices "keeping together" during unison reading, and projecting a similar mood. (For example, a quiet reading of the last two lines.)

A variation that combines unison and solo reading might be tried following the unison reading. One arrangement is suggested below:

### SIX LITTLE HOUSES

Unison	[ Six little houses Standing in a row	Unison	[ Six little houses Walking on the sand
Pupil 1	[ Took six deep breaths And decided to go	Pupil 4	[ Went swimming in the sea And came back to dry land.
Pupil 2	[ Away from the squash And the jostle of the street	Unison	[ Six little houses Came back to the street
Unison	[ Away from the hustle And the bustle And the heat.	Pupil 5	[ Back to the squash And the jostle And the heat
Unison	[ Six little houses Marching in a row Went searching	Unison	[ Six little houses With roofs all red Sighed six deep sighs
Pupil 3	[ For the forests Where the great trees grow.		[ And went to bed!

## Activity 21\*

### Elaborating sentences

**Note:** *It is extremely important that children learn to express themselves both orally and in writing in sentences that contain more than one idea. They should be able to extend sentences in a variety of ways, rather than simply joining ideas with "and."*

Orally provide the sentence: I have a dog.

#### elaborate sentences

Say: Add a word that tells what color the dog is. (I have a brown dog.)  
Add another word that tells size. (I have a tiny brown dog.)  
Add another part to the sentence to tell something the dog does.  
(I have a tiny brown dog that barks at night.)

Repeat the same procedure with these sentences, having pupils add (i) words to give color and size and (ii) a clause to state an activity:

Mavis saw an elephant.  
Dad wants a car.  
I need a pencil.

To remind pupils of the pattern, write on the chalkboard: size. color. what it does. Then write the following sentences on the board and have the pupils write elaborated sentences in their notebooks:

Karl sees a monkey.  
Mr. Green wants a tractor.  
Mom has a key.



# Activity 22

**Handstands, pages 25-32: Reading a story – “Mary Emma Banburybun”**

**Interpretation Skills:** Recognizing fanciful writing  
Recognizing relationships – cause-effect

## Core Vocabulary

**Unit – hear**

**Review – try    tried    their    opened    could    as**

## Application of known phonic principles

around    loud    about    pouted    bounced    frowned  
powerful    brown    low    own;  
all    salt    always;  
morning    word    arms    murmured    whispered  
chattered    burnt

## Preparation for reading

On the chalkboard, write the following list:

Baron Bonbol, the magician  
Mary Emma Banburybun  
five hundred and fifty-nine relatives  
the baron's castle

recognize  
characteristics of  
fanciful writing

Tell pupils that these all play important parts in the story they are going to read. Have them predict whether the story events will be real or make-believe and justify their predictions.

## Guiding the reading

Direct the study of page 25. Have pupils read silently.

recognize  
relationships –  
cause-effect

Ask: What do you think will be the result of all the relatives moving into the castle?  
(Pupils' answers should reflect the ideas in the song, Mary Emma's comment, and personal experience.)

Have pupils complete the reading of the story to discover what problems arose and how they were dealt with. Guide a follow-up discussion with questions such as the following:

recognize  
relationships –  
cause-effect

## Questions:

Why did the relatives expect Mary Emma to do all the work?  
What caused them to change? (Be sure pupils note the Baron's role as well as Mary Emma's "No!")  
What effect did Mary Emma's first "no" have on the relatives?  
What was the immediate result of the baron's order to his relatives?

form sensory  
impressions

What other result did it have?  
How did Mary Emma's appearance change from the beginning to the end of the story?

recognize fanciful  
writing

How do you think the appearance and manner of the relatives changed?

How does the author use language to show that this story is meant to be "just for fun"?

**interpret illustration  
and design**

Have pupils consider the contribution to the fun of the story made by the illustrations and the design.  
(Consider such things as the music, the arrangement of type on page 29, and so on.)

**read orally to  
communicate a  
sensory impression**

For oral reading, select parts of the story such as paragraph 1, page 26; the conversation on page 27; paragraph 2, page 28; page 29.

As each part is considered, talk with the group about the message and the picture the author wants to communicate – and how the passage might be read.

Have one or two pupils read each part.

**Experience extension:** Read the story orally to pupils and have them pantomime the actions of the various characters as you read.

**Workbook Follow-up, page 11: Completing a story**

**recognize core  
vocabulary**

Have pupils read the story on page 11 and fill in the blanks, using clues in the story and their recall of the reader story. Tell them that there are many things they could choose to write on each line – that they should choose what they think best fits a story about Mary Emma and her relatives.

**interpret a story**

**complete sentences**

When the work is complete, have pupils read their stories to the group.

## Activity 23\*

### Understanding sentence meaning – exclamations

Write on the chalkboard:

Mary Emma finally said, “No!”

The relatives asked who would do the work, and Baron Bonbol said, “You will!”

The relatives all thought, “We can’t!” But they were afraid of Baron Bonbol, so they said, “Of course we will!”

Have pupils read the sentences silently.

Ask: How do you know that everyone in this passage speaks very forcefully, or strongly?

Have pupils relate the passage to the ideas in the story, but focus attention on the use of the exclamation mark as well. Provide the term exclamation mark if it is unfamiliar.

Have pupils look at “The Loose Tooth” on page 6, *Handstands*.

Direct their attention to the exclamation marks in the first and third lines. Have the pupils recognize that exclamation marks can be used to show excitement or surprise. Continue with page 8.

Have pupils locate sentences in “The Rude Wind” that are punctuated with an exclamation mark and either (i) tell why an exclamation mark was used or (ii) read the word or sentence orally, interpreting the exclamation mark.

**interpret  
exclamation marks**

# Activity 24\*

Recognizing core vocabulary: am or please through  
carry more hear really

Writing answers to questions

Reading sentences

Have the following sentences on the chalkboard, or duplicated so that each pupil has a copy. If duplicating, have space between the selections for pupils to write answers.

1. "Please let me carry it," begged Sol. "I am really careful, and I am strong enough to carry more than that."

What is it? Why does Sol want to carry it?

2. "This is terrible!" said Cara. "I can hear planes zooming through the sky, carrying people all over the world. I can hear cars rushing through the streets and my friends running through the park. But I can't run or skip right now. I just have to lie here and look at that big cast. I really have bad luck."

Where is Cara? What happened to her?

How did it happen?

recognize core  
vocabulary

Have pupils read the two passages silently, then identify each of the underlined words.

Have the passages read orally.

write explanations

Have each pupil write answers to the questions and then, working with the same writing partner as in Activity 17, read orally the passage, the questions, and the answers developed.

## Checking achievement

Do pupils

- recognize the unit core vocabulary?
- associate appropriate sounds with consonants, consonant blends, and consonant digraphs and apply this knowledge when reading?
- use context cues effectively to identify unfamiliar words?
- choose precise vocabulary to express their ideas?
- write imaginative compositions independently?
- enjoy sharing their writing?
- offer constructive criticism of the writing of peers?
- form vivid sensory impressions as they read or listen?
- enjoy language play?

Can pupils

- sustain attention as they read a complete story?
- recognize imaginative ideas in stories?
- elaborate simple sentences?
- express themselves clearly and spontaneously in dramatic play?
- relate ideas from several sources to the unit theme?



# Spelling

**Note 1:** See the Introduction for comments on the Spelling Program.

**Note 2:** Five objectives are paramount for the Spelling Program; these should be kept in mind during all the activities.

- (i) Pupils will develop a spelling sense and consider spelling an important factor in their communicating through writing.
- (ii) Pupils will master the spelling of a core list of words frequently used in writing at this level.
- (iii) Pupils will apply their knowledge of sound-symbol relationships and word structure in encoding words.
- (iv) Pupils will learn a method of word study that they can apply independently in learning the spelling of a word.
- (v) Pupils will apply what is learned in the spelling program in all written work.

**Note 3:** Spelling activities for each unit are grouped at the end of the unit to allow greater flexibility in program planning. While many teachers will want to integrate such activities in the block of time used for language instruction, others will want a regular time set aside for them.

**Note 4:** The word lists for each unit are organized to help pupils to use their knowledge of sound-symbol relationships and of word structure to encode as well as decode words.

As well as words related to the phonics and word structure lessons of the unit, most lists include some words from Thomas's "Basic Spelling Core,"<sup>1</sup> which are important because of their frequency of use in Grade Three writing, but which are not tied to the phonics of the unit.

**Note 5:** Many of the words listed will have been mastered as a result of writing and reading experiences in Grades One and Two. Most teachers will use a test-study-test approach with these lists and spend time only with words the pupils cannot spell.

## Test-study-test Procedure

1. Test pupils on the words.
2. Check spelling carefully.
3. Pupils study the words they spelled incorrectly.
4. Retest on the **total** list.
5. If pupils still have errors, these words should be listed in their personal reference list on page S32 of the *Workbook*. At various times, with individual pupils, repeat the test-study-test procedure with these words.

**Note 6:** "Research has consistently shown that it is more efficient to study words in lists than in context" (Thomas, *Teaching Spelling*, page 59). Short spelling periods that concentrate attention on spelling rather than on language activities are likely to be most effective in improving spelling.

<sup>1</sup>Ves Thomas, *Teaching Spelling* (Toronto: Gage Educational Publishing Limited, 1974).

**Note 7:** *Successful learning in spelling depends on: how accurately children hear the sounds in a word, and pronounce it; their knowledge of how sounds are represented; their understanding of word structure; their ability to visualize a written form; and kinesthetic experiences with the word. Children should be taught a method of study that incorporates all of these.*

*The following is an accepted method of word study:*

### **WORD STUDY PROCEDURE (WSP)**

1. See the word in isolation. Look at it closely.
2. Pronounce it. (And listen as it is pronounced.)
3. Study the word.
  - (i) Think about sound-symbol relationships.
  - (ii) Note structural features.
  - (iii) Visualize the word.
4. Write the word.
5. Check the spelling.
6. Write the word again.
7. Check the spelling.
8. If necessary, repeat the steps.

*Pupils are most likely to develop this pattern of word study as an independent study habit if the teacher leads them through the steps many times. For this reason, this procedure should be used with each word that is studied. In addition, pupils should be expected to undertake other activities through which they use the words in writing activities.*

**Note 8:** *When dictating words, always say the word first, then give a sentence using the word, and then repeat the word. Sentences are not given in the lesson plans; it is expected that each teacher will use his / her own sentences.*

**Note 9:** *Pupils are taught the spelling of a core list. The activities emphasize that the core list should be extended (i) by including inflected and derived forms of words in the unit, and (ii) by having pupils write other words that follow a similar spelling pattern.*

**Note 10:** *The core list includes some words that were on the lists for Levels 4 or 5 that research has shown continue to cause difficulty for many Grade Three pupils.*

**Note 11:** *Page S30 of the pupil Workbook provides an alphabetical reference list of words taught at Levels 4 and 5. Page S31 of the pupil Workbook provides an alphabetical reference list of the words taught at Level 6. Page S32 of the pupil Workbook should be used by each individual pupil as a personal reference list of his /her own spelling errors.*

**Note 12:** *Although practice is provided in the Workbook, pupils should have another exercise book, particularly for spelling activities. Sometimes a Workbook exercise will specify "Write the words . . .," but in order to provide enough exercises, no space is provided in which to write the words. The writing should be done in the pupils' special exercise books.*

**Note 13:** *Pupils should recognize the list words at the top of the Workbook pages as their reference list of words studied.*

# Spelling

## Unit Words

men	hot	hit	who	little
ten	top	six	when	live
met	dog	sick	where	find
fell	rock	milk	call	I
bell		still	ball	friend
tell		hill	fall	

## Spelling Activity 1

men  
ten  
met  
fell  
bell  
tell

hot  
top  
dog  
rocks

1. Use the pretest procedure with the words on the left.

**Note:** The pretest procedure is as follows:

- Have pupils number a page in their spelling exercise book to match the number of words to be tested.
- Dictate the words, using each in a sentence. Tell pupils that if there is any word they can't spell, they should put a line beside its number. (Be careful, however, that pupils who *can* spell the words but lack self-confidence don't take advantage of this.)
- Check the spelling. (At this point you should check it yourself, as it is often difficult for pupils to spot their own errors.)
- Write each word on the chalkboard and have pupils who had errors correct them as you come to them.

Ken  
set  
pet  
net  
well  
sell

not  
pot  
pop  
hop  
fog  
lock

2. Dictate the words at the left to extend the list.

## Spelling Activity 2

1. From the pretest list, develop a list of words that need further study by some pupils.

Follow the Word Study Procedure (WSP), outlined in Note 7 of the introductory notes in this Spelling section, with these words. (Pupils who spelled the words correctly should be allowed to use this time for independent reading or writing activities.)

den  
hen  
pen  
get  
let  
wet

dot  
got  
log  
cog  
hog

2. Extend the spelling list by dictating the words at the left.



### Workbook Follow-up: page S1

**Note:** Help pupils to understand the format of the spelling pages by directing attention to the "list words" at the top of the page. Read the directions with them until they become familiar with the pattern of instructions (for example, "list words," "words that rhyme," and so on). Check spelling carefully when work is completed. Note weaknesses in handwriting and stress the importance of careful letter formation in spelling accurately.

## Spelling Activity 3

hit  
six  
sick

milk  
still  
hill

1. Use the pretest procedure with the words at the left.

sit  
fix  
silk

will  
lick

2. Extend the list by dictating the words at the left.  
3. Use the Word Study Procedure (WSP) with words spelled incorrectly on the pretest.

### Workbook Follow-up: page S2

Continue to discuss the directions with pupils to accustom them to the format and the terminology.

Allow adequate time for the work to be completed and then check the spelling carefully.

Reteach words to pupils who have errors.

## Spelling Activity 4

1. Say: men, met, fell

Ask: What vowel sound do you hear in each word?  
What vowel letter would you use to represent that sound?

hot  
top  
dog

six  
hit  
till

2. Repeat Procedure 1 with the words at the left.  
3. Have the following on the chalkboard:

d \_\_\_ m    p \_\_\_ nd    h \_\_\_ m    cl \_\_\_ ck  
b \_\_\_ nd    f \_\_\_ n    st \_\_\_ ck    h \_\_\_ m

dim  
pond  
hem  
clock

bend  
fin  
stick  
him

Pronounce the words at the left and have pupils write the words.

4. Caution pupils to listen carefully for the beginning and ending consonant sounds as well as the vowel sounds.

rim  
lot  
pop  
went

wind  
jet  
frog  
fed

Dictate the words at the left.

## Spelling Activity 5

Duplicate the following exercise:

who    when    where    little    live    friend    find

1. Write three words that begin with the same two letters.

\_\_\_\_\_

2. Write a word that rhymes with give. \_\_\_\_\_ .

3. Write a word that means the same as small. \_\_\_\_\_ .

4. Write two words that begin with the same letter as five.

\_\_\_\_\_

Write a word on each line.

Where does your \_\_\_\_\_ ?

\_\_\_\_\_ did your friend \_\_\_\_\_ the bell?

\_\_\_\_\_ lives in the \_\_\_\_\_ cabin?

## Spelling Activity 6

who    little  
when    live  
where    find  
call    friend  
ball    I  
fall

1. Use the pretest procedure with the words at the left.  
2. Use the WSP with any words spelled incorrectly.  
3. Dictate the following sentences:  
Where will I find a little bell?  
Who is my friend?  
When did you live on the hill?

### Workbook Follow-up: page S3

Continue to guide pupil study of the directions.

Check use of conventions of writing, particularly capital letters, question marks, and periods.

Check spelling, stressing the importance of careful letter formation as well as accurate spelling.

## Spelling Activity 7

frog  
tent  
bill

trick  
lock

1. On the chalkboard write the words at the left.

Say: Write the plural of (or "the word that means more than one")  
frog tent bill trick lock

Ask: How did you change each word to write the plural?

2. Say: Write the plural of each of these words:  
dog hill rock bell friend

church  
lunch  
branch  
bench

3. On the chalkboard write the words at the left.

Ask: What is the plural of each word?  
How is the word changed to write the plural form?

Have pupils add the -es ending to each word on the chalkboard and copy the words in their notebooks.

4. Say: Write the plural of: six box dish

### Workbook Follow-up: page S4

Review the meaning of "plural" if necessary.  
Clarify the directions.

In checking the exercise, note particularly pupil competence in forming plurals by adding -es.

## Spelling Activity 8

rock  
find  
fell

still  
call

- Have pupils divide a notebook page into five columns and write one of the words at the left at the top of each.

spell  
wall  
shock  
tell  
lock  
shell  
kind  
dock  
mind  
swell

chill  
tall  
stall  
frill  
flock  
hind  
spill  
small  
grind  
will

- Dictate the words at the left.

Instruct pupils to:

- (i) listen closely for the initial sounds as you say each word;
- (ii) write the word in the column under the word with which it rhymes.

Dictate the following sentences:

Six men went up a hill.

Tell me where my friend lives.

Who will sell a little ball?

Check the spelling and (i) reteach list words or (ii) review consonant substitution as needed.

### Workbook Follow-up: page S5

Read the directions with pupils. Stress the importance of proofreading the finished work. Check the spelling, and reteach as necessary.



## Spelling Activity 9

### Assessment

men	who
ten	when
met	where
fell	call
bell	ball
tell	fall
hot	little
top	live
dog	find
rock	I
hit	friend
six	dogs
sick	sixes
milk	hills
still	
hill	

1. Dictate all the words from the unit list (given at the left). Check pupil spelling and reteach when necessary.
2. If any pupil spells a word incorrectly, have that word entered in his/her spelling record on *Workbook* page S32. Have the word restudied and written in the spaces provided on S32 on two subsequent days.

**Note 1:** Do not present this as a "test" situation. You will use the results to assess pupil learning and decide whether further study of the words is necessary. However, it is extremely important that pupils do not develop the idea that they are learning to spell in order to "pass the test." The assessment activity should be thought of as a learning experience in the same way as the other activities of the unit.

**Note 2:** In the assessment dictation, you may want to include words to extend the basic list. Include words that follow the same spelling pattern as the list words – words that pupils should be able to write without further teaching. For example, when sick is a list word, you might dictate lick or stick.

# Unit 53

## Theme: Animal Ways

LISTENING	SPEAKING	READING	WRITING
<b>Activity 1</b> Listening to a report and to poems	Talking about the report and the poems	<b>Activity 2</b> Associating sound and symbol: long and short vowels (review) <i>Workbook Follow-up, p. 12:</i> Assessment — Matching vowel sounds in words	
Listening to ideas of peers	<b>Activity 3</b> Developing Unit theme	Reading a composition  <b>Activity 4</b> <i>Handstands, p. 33:</i> Developing techniques for recognizing words	Writing a group composition
<b>Activity 5</b> Listening to anecdotes	Talking about anecdotes  <b>Activity 6*</b> Developing vocabulary Elaborating sentences	<i>Workbook Activity, p. 13:</i> Forming sensory impressions	Writing descriptive sentences
Listening to ideas of peers	Discussing a story	<b>Activity 7</b> Associating sound and symbol: /ā/, ai, ay; /ō/, oa; /û/, oo; /ü/, oo <i>Workbook Follow-up, p. 14:</i> Doing a crossword puzzle	
Listening to evaluate written expression	Discussing effectiveness of written expression <b>Activity 10</b> Developing vocabulary: synonyms	<b>Activity 8</b> <i>Handstands, pp. 34-38</i> Reading a story <i>Workbook Follow-up, p. 15:</i> Matching phrases	Rewriting sentences
<b>Activity 11</b> Listening to a story	Talking about story ideas	Using context to find word meanings: synonyms <i>Workbook Follow-up, p. 16:</i> Assessment — Closing sentences (synonyms)	<b>Activity 9</b> Evaluating and revising a composition
		Reading a story	<i>Workbook Follow-up, p. 17:</i> Writing a story

		<b>Activity 12</b> Associating sound and symbol: /ō/, ow; /ou/, ou, ow; /oi/, oy, oi	
	<b>Activity 13</b> Expressing ideas in a discussion	<b>Activity 14</b> <i>Handstands</i> , pp. 39-43: Reading an essay Reading a poem <i>Workbook Follow-up</i> , p. 18: Reading detailed information	<b>Activity 16</b> Writing a conversation Using quotation marks
Listening and reacting to peers	Discussing the essay Reading a poem as choral reading		Answering questions
	<b>Activity 15</b> Developing vocabulary: antonyms, synonyms	<b>Activity 17</b> Knowing alphabetical order Arranging words in alphabetical order	
<b>Activity 18</b> Listening to a story	Talking about story ideas		Writing an outline <i>Workbook Activity</i> , p. 19: Writing a story
Listening to poetry	<b>Activity 19</b> Developing vocabulary	<b>Activity 20</b> <i>Workbook</i> , p. 20: Using context to identify unfamiliar words	Writing poetry
Listening to peers	Relating a story to Unit theme	<b>Activity 21</b> <i>Handstands</i> , pp. 44-48: Reading a story <i>Workbook Follow-up</i> , p. 21: Interpreting a story	
		<b>Activity 22</b> <i>Workbook</i> , p. 20: Recognizing core vocabulary	<b>Activity 23*</b> Using quotation marks <i>Workbook Follow-up</i> , p. 22: Writing conversations
		<b>Activity 24*</b> <i>Handstands</i> , p. 49: Reading a poem	



## INDEPENDENT ACTIVITIES

1. Be sure time is planned every day for pupils to read materials of their own choosing.
2. If you are using the *Phonics Workbook*, assign pages as needed.
3. After reading "The Little Angry Skunks," have two or three pupils work together to develop a list of things Old Mother Bear should teach her cub to help him to stay out of mischief.
4. After reading "The Little Angry Skunks," have pupils suppose Old Mother Skunk had returned to the clearing *before* Old Mother Bear and write a new ending for the story.
5. After pupils have completed *Workbook* page 17, have available, for further study, animal picture books or simple reference books.
6. After completing Activity 18, have pupils use the chalkboard outline to write a brief report about the pika. Suggest that they choose *one* of the headings and use the details under that heading or select a few of the most interesting details.
7. After *Workbook* page 21 has been completed, some pupils might enjoy selecting key events and illustrating them (as was done on *Workbook* page 16 for "Gillipoo Helps Out") and then composing text to go with the pictures.
8. Write the following sentences. Have pupils substitute adjectives that change their meaning. (Each sentence should be written several ways.)
  - (i) Rascal is a wonderful pet.
  - (ii) Bears are strong animals.
  - (iii) The noisy squirrels were in the yard.
9. Pupils can make animal mobiles by coloring and cutting out animals (color on both sides) and suspending the shapes, at different levels, from a wire hanger.
10. Have a series of 26 envelopes or boxes on which are written the letters of the alphabet. When pupils learn an animal name, they print it on a card and place it in the appropriate box. These cards can be shuffled and used for alphabetizing and for vocabulary extension.
11. Pupils can choose their favorite animal and make it three-dimensional out of plasticine, clay, cardboard, and so on. In a shoe box, turned on its side, they can create their animal's habitation, using paper, twigs, dry grasses, and so on. They can then place their statuette in the scene. They can add other animals, as well, that belong in that particular habitat. For example, if they have made a jungle scene with a lion, they could add an elephant or a tiger. Individual efforts can be lined up to create a cageless zoo.
12. On large mural paper have a few pupils draw land, sky, and water. As a pupil learns about a new animal (for example, wombat), he/she can draw it, cut it out, and glue it on the appropriate background (land).
13. Start several charts to which pupils can add new information as they discover it.

Suggested chart titles: Animal Coverings  
How Animals Protect Themselves  
Famous Animals (real or imaginary – "Lassie," for example)  
Animal Homes  
Animals with Peculiar Body Parts (giraffe – long neck)
14. Pupils can write a story about "If I had a \_\_\_\_\_" as a pet. They can insert any animal (hippopotamus), and tell about the fun and problems they would have.
15. Pupils invent new animals. Have pupils draw real animals (or use pictures from books to cut out). Cut apart the animals – and place pieces in categories – heads in one box, necks in another, bodies in another, and so on. Pupils can choose pieces from the boxes to create new animals. They then give them a name and describe the food, habits, habitat, and so on of their new animals. (If pupils created their own "planets" in Unit 52, they might link these two activities, and populate their new planets with animals.)

## BOOKS TO READ

1. *Little Rascal*, Sterling North (Dutton)  
A boy's pet raccoon lives up to its name.
2. *The Tough Winter*, Robert Lawson (Dell – Yearling)  
Animals on a hill weather and survive an extremely tough winter.
3. *Fox Eyes*, Margaret Wise Brown (Pantheon)  
Witty story about the fox everyone suspects is a spy.
4. *Marie Louise and Christophe*, Natalie S. Carlson (Scribner's)  
A little brown mongoose and her best friend, a spotted green snake, like to trick each other.
5. *The Smartest Bear and His Brother Oliver*, Alice Bach (Dell)  
Ronald Bear wants to finish reading the *Encyclopedia* before winter comes.
6. *Foxes and Wolves*, Charles Ripper (Morrow)  
Information about the habits and lives of different kinds of wild dogs.
7. *How to Find Out About Zoo Animals*, Barrington Barber and John Eason (Van Nostrand Reinhold)  
Information and projects to do, to aid in learning about animals.
8. *Koalas*, Bernice Kohn (Prentice-Hall)  
Information about koalas.
9. *Animals, Animals*, Peter Lippman (Golden Book)  
Information about how animals eat, sleep, dress, bathe, fight, and play.
10. *A Book of Canadian Animals*, Charles P. May (Macmillan)  
Information about Canadian animals, such as the grizzly bear, the pika, the star-nosed mole.
11. *Animal Travelers*, David Swift (Greenwillow)  
Information about animals' migration.
12. *Animals of the Night*, Tony Palazzo (Lion Press)  
Information about nocturnal animals.

## Activity 1

“Animal Ways”: Listening to a report

“The Clever Rabbit”: Listening to poems

“White Season”: Noting details

attend to a report

note details

Instruct pupils to listen as you read a report called “Animal Ways” and note (i) what animals it tells about and (ii) what information it gives about each. Point out to pupils that the title tells them what kind of information to expect.  
Read “Animal Ways.”

### ANIMAL WAYS

Canada is home for many interesting animals – among them the **polar bear**. Unlike the black bear, the polar bear prefers a diet of meat, and stalks its prey as stealthily as a jungle tiger. Pressed close to the snow so it is almost invisible – only the black dots that are its eyes and nose might

give it away – it inches closer and closer to an unsuspecting seal until it is near enough to pounce. Its marvellous nose, people say, can scent a stranded whale 32 kilometres away – and then it is off on the run to get a meal without hunting. When in a hurry, the polar bear can sprint 40 kilometres an hour. Not only can the huge polar bear move quickly on land, it is a tireless swimmer and often goes far out in the icy water of the northern seas.

**The elk**, known to the Indians of long ago as wapiti, is one of the largest members of the deer family. The mother elk leaves her young well hidden for the first three or four days of their lives but after that they follow her when she goes out to feed. At the first sign of danger they drop in their tracks, and stay perfectly still. So well do elk blend with their surroundings, they are usually unnoticed. Bears will eat the young elk, and so are not allowed near the herd's feeding grounds. Angry elk have been known to charge a bear until it climbed a tree for safety and then keep it up there all day! Elk travel in herds and sometimes appear to be quite playful. They are powerful swimmers and often splash each other and swim in circles as if they were playing water games. On land they play tag and follow the leader. The male elk grows huge antlers that spread up to two metres. Every winter the antlers fall off and are regrown in the spring.

Everyone knows about **skunks** and how they protect themselves, but do you know about their families? The mother usually has from four to six young. They are almost hairless when they are born but even then they have two white stripes on their black skin. By the time they're two weeks old, they're covered with soft silky hair, and a couple of weeks later they begin to explore around the mouth of their burrow. But if any young skunk wanders off, the mother grabs it by the scruff of the neck and hauls it home. When they're six weeks old, the mother starts to teach them – they learn how to catch frogs, and find turtle eggs, and pick out the stumps that shelter bugs and beetles. From late spring until fall the mother teaches the little ones everything she can. When the weather gets cold they head back to their burrow where they will spend the winter.

#### recall details

Have pupils name the animals mentioned; list them on the chalkboard. Have pupils tell what information was provided about each and list it in point form beside the animal name.

Instruct pupils to check the list as you reread the report to see if any important details have been omitted. Talk briefly about the nature of the listening required in order to note and remember a number of details.

Point out that sometimes we need to know something about animal ways in order to understand other things we hear or read. Tell pupils that a dingo is a wild dog that lives in Australia, an animal very like the coyote or wolf. Read "The Clever Rabbit."

#### attend to a poem

#### THE CLEVER RABBIT

There was a little Rabbit  
who was lying in his burrow . . .  
When the Dingo rang him up to say  
he'd call on him tomorrow . . .



But the Rabbit thought it better  
that the Dingo did not meet him;  
So he found another burrow  
and the Dingo didn't eat him.

— Nelle Grant Cooper

use detail to  
interpret a poem

**Questions:**

What did the poet expect you to know about animals?  
Why do you think the poem is called "The Clever Rabbit"?

Read "White Season."

attend to a poem

**WHITE SEASON**

In the winter the rabbits match their pelts to the earth  
With ears laid back, they go  
Blown through the silver hollow, the silver thicket,  
Like puffs of snow.

— Frances M. Frost

form sensory  
impressions

**Questions:**

What did this poet expect you to know about rabbits?  
How do they look to the poet as they move?  
What color does everything in the forest seem to be?

Have pupils think about the picture in the poem as you reread it.

## Activity 2

**Associating sound and symbol – long and short vowels (review)**

associate sound  
and symbol – short  
vowel sounds

- A** 1. Have pupils name the vowel letters. Use the words: at end  
it on up to have pupils recall the short vowel sound represented by each vowel letter.

Print these key words on a chart or chalkboard.

2. Say each of the following words. Have pupils identify the vowel sound in each. Write each under the appropriate key word.

am	box	had	bent	luck
wind	us	stop	bunk	inch
hot	egg	drug	fast	trick
send	skill	lump	test	stand

3. Have the vowel letter circled.

4. Have pupils study the pattern of each list of words and review the generalization that when there is one vowel letter in a word, followed by one or more consonants, the vowel letter usually stands for the short sound.

form a vowel  
generalization

**note exception to  
vowel  
generalizations**

5. Have pupils read the sentence below and indentify the underlined words.

The old man told Ruth to find me.

Point out that although each word has only one vowel letter, which is followed by one or more consonants, the vowel letter represents the long vowel sound.

6. Remind pupils that there are many exceptions to the vowel generalizations – and that readers encountering an unfamiliar word that fits the pattern of the generalization should try the short sound first to see if it gives a word they recognize; if not, they should try the long sound and see if it produces a recognizable word.

Have pupils practise this technique of trying first the short, then the long sound of the vowel to see if they get a word they recognize.

Use these words:

bolt	roll	crash	colt
frill	hind	blind	next

**associate sound  
and symbol – long  
vowel sounds**

**form vowel  
generalizations**

- B 1. Use the same procedure as outlined in part A to review the generalizations that (i) when there is one vowel letter in a word followed by a consonant and the vowel letter e, the first vowel is likely to stand for the long sound and the e is likely to be silent; and (ii) when there is one vowel letter at the end of a word it is likely to stand for the long sound.

Use the following key words:

ate Pete ice note use no he

Say words from the following list:

kite	cape	mine	grapes	me
robe	duke	rake	here	be
cube	slide	huge	pine	we
cane	smoke	bite	stone	so
ripe	cute	whale	fuse	she
fume	those	tube	shade	

**note exceptions to  
vowel  
generalizations**

2. Use words such as some, have, come to direct attention to exceptions to the generalization.
3. Using the words my, try, fly, spy; pony, baby, funny, silly, review the sounds represented by y as a vowel (/i/, /e/).

**Workbook Follow-up, page 12: Matching words with the same vowel sound**

**recognize long and  
short vowel sounds**

**apply knowledge of  
vowel sounds to  
identify words**

Have pupils read each sentence and pronounce the underlined word to themselves; then have them read each of the three words below the sentence and circle the one that has the same vowel sound as the underlined word. Remind pupils that the same vowel sound can be represented in different ways, so they should not simply match letters. Check the page with pupils, noting any pattern of difficulty.

## Activity 3

### **Developing the Unit theme, Animal Ways Writing a group composition**

Recall the report "Animal Ways." Suggest to pupils that many familiar animals have interesting habits.

#### **prepare an outline**

On the chalkboard list the names of animals as pupils give them. (Include both wild and domestic animals.) Then, beside each name, list the interesting habits of that animal. (Use point form, not sentences or paragraphs. Do not include descriptions.) If pupils cannot supply knowledge about some animals, omit them.

#### **select subjects for writing**

Study the chalkboard outline with pupils. Have them recognize which animals they know very little about. Suggest that they choose three animals to write about, and help them to realize that they will be able to write more effectively if (i) they have adequate information, and (ii) the information is interesting.

When the three animals have been selected, have the group decide if there is any other information they should add to those specific outlines.

#### **dictate a composition**

Have the group dictate one paragraph for each animal, based on the outlined information. Encourage them to plan each paragraph before dictating by deciding on the sequence in which the ideas should be recorded.

When the three paragraphs have been dictated, have pupils listen as you read the whole composition. Have them suggest improvements they would like to have made. If necessary, use questions to focus attention on vague or awkward statements.

#### **explain conventions of written form**

Direct attention to the punctuation of the composition, having pupils explain why capitals, periods, and so on appear where they do.

#### **observe function of paragraphing**

Comment on the paragraphing, having pupils recognize that because there are three definite ideas, there are three paragraphs.

Have one or two pupils read the composition. If the information included is limited, have pupils try to learn more about the three selected animals by reading books, asking parents, other family members, and so on.

## Activity 4\*

### **Handstands, page 33: "When You Read" Recognizing reading as thinking Identifying an unknown word**

#### **discuss purposes of reading**

Direct pupils' study of page 33. Allow them time to read it silently and then read the first three paragraphs to them. Direct their attention to the range of materials they will read in *Handstands* and have them extend this to their personal or classroom reading. Stress that in all reading it is the idea



that is important; develop further the concept of the reader interacting with the story ideas. Have pupils give examples of the questions they raised as they read the stories dealt with in Unit 52.

**develop a  
systematic  
procedure for  
identifying a new  
word**

Review the procedure for identifying an unknown word. Use the following examples to clarify each step. Write the sentences on the chalkboard.

1. Baron Bonbol told Mary Emma that the King had a castle that had more rooms than theirs.

Point out to pupils that, because they know what the story is about, they know that the underlined word is not likely to be house or apartment or cabin. It could be palace, but it starts with c, and that limits the possibilities. Castle makes sense and sounds right in the sentence.

2. Mary Emma said, "There are far too many \_\_\_\_\_ for me to do."

Mary Emma said, "There is far too much \_\_\_\_\_ for me to do."

### Questions:

What word would you use in each sentence? (jobs in the first; work in the second)

Both words, jobs and work, mean almost the same. How did you know which word to use in each sentence?

Emphasize that "it sounds right"; we know because we know the patterns of our language.

Stress that the word must fit both the meaning and the language pattern of the sentence.

Direct the application of this procedure in all reading activities. Remind pupils to use this page as a reference for a word study procedure.

## Activity 5

### "Little Rascal": Listening to anecdotes

#### Noting details

#### Forming sensory impressions

Comment that sometimes wild animals make interesting pets. Tell pupils that the book *Little Rascal* tells the story of a boy and his pet raccoon, and that you will read the author's description of two things that happened soon after the boy found the orphan raccoon baby. The first tells of Rascal's first venture out of his hollow tree home, and the second tells of his first breakfast with the family.

Read the passages and ask the questions that follow:

I had a shallow minnow pool not far from the tree. Rascal hurried to the little pond and started fishing. His sensitive hands searched the shallow, while his eyes gazed far away as though he were thinking of something else entirely. Soon his clever little hands caught a minnow. He

**attend to an  
anecdote**

began washing it back and forth as raccoons do with almost everything they eat. Rascal carried his minnow to the edge of the pool, very pleased with himself, and began eating the small fish in polite little nibbles. Then he started exploring the back yard surrounding the oak tree. Once he pounced on a cricket. A moment later he lay very still while the dark shadow of Poe-the-Crow swept across the grass.

Having explored his little world, my raccoon climbed the tree and disappeared into his safe home in the hollow of the oak. He seemed to be perfectly satisfied with his first trip abroad.

note details

form sensory  
impressions

**Questions:**

- What picture do you have of Rascal fishing?
- Why does the author talk of his "sensitive" hands?
- How did the raccoon eat?
- Why do you think the author used the expression "polite little nibbles"?
- What did Rascal do before he ate the minnow?
- What did he do when the crow flew by? Why?

At breakfast next morning, I put a shallow earthenware bowl of warm milk on the tray of the high chair. Rascal stood in the chair, placing his hands on the edge of the tray. He could reach the milk easily, and he chirred and trilled his satisfaction. He drank his milk, scarcely dribbling a drop.

All went well until I offered the raccoon a lump of sugar. Rascal took it between his two hands and began washing it back and forth in his milk, just as he had washed the minnow. In a moment or two, of course, it melted entirely away, and you could not imagine a more surprised little raccoon.

First he felt all over the bottom of the bowl to see if he had dropped it.

Then he looked in his right hand! No sugar lump!

Next he looked in his left hand! No sugar lump there either!

Finally he turned to me and shrilled a sharp question. Who had stolen his lump of sugar?

When I recovered from my laughter, I gave him a second lump. He thought about washing it, but then a shrewd look came into his shining eyes. He took the sugar directly to his mouth and began munching it happily.

Rascal was a very bright raccoon. When he learned a lesson, he learned it for life. Never again did he try to wash a lump of sugar.

note details

form sensory  
impressions

**Questions:**

- Describe Rascal's experience with the sugar cube.
- Why does the author say a "shrewd" look came into his eyes when he got the second sugar cube?
- What kinds of noises do raccoons make?
- What words does the author use to help you hear them?

relate story ideas to  
Unit theme

- Ask: What do you learn about the habits of raccoons from these incidents?
- Do you think a raccoon would be an interesting pet? a difficult one?

**Experience extension:** Many pupils will enjoy reading *Little Rascal* by Sterling North (Dutton 1965).

**Workbook Activity, page 13: Forming sensory impressions  
Writing descriptive passages**

**form sensory  
impressions**

Have pupils read the phrases in each box and picture the place they describe; write its name on the line provided.

**write descriptive  
sentences**

Have pupils choose one of the places identified and write two or three sentences to describe it.

## Activity 6\*

**Developing vocabulary  
Selecting appropriate adjectives  
Elaborating sentences**

**list adjectives**

Write the word tree on the chalkboard. Have pupils give all the adjectives they can that might be used to describe a tree. List these on the chalkboard in random order. Encourage the use of a variety of adjectives other than green, tall, big. (For example: gnarled, twisted, straight, pine, maple, bare, snowy, shade, bent, leafy)

Tell pupils that the tree to be described is on a lawn. Have them circle one adjective that might be used. Point out that choosing one adjective often eliminates others. (It can't be leafy and bare at the same time.)

**select adjectives**

Have pupils circle all the adjectives that "match" the first one, then, of those circled, choose two that they think combine well to describe a tree.

Write on the chalkboard:

The (twisted) (maple) tree on the lawn \_\_\_\_\_ .

**complete sentences**

Have pupils supply an ending that fits the meaning of the sentence beginning.

Repeat the procedure, this time describing a tree on the mountainside.

Repeat the procedure, having pupils give adjectives to describe a bear, classify them, choose two adjectives to describe a specific bear, and then complete a sentence about that bear.

## Activity 7

**Associating sound and symbol – /ā/, ai, ay; /ō/, oa; /ù/, oo; /ü/ oo**

**associate sound  
and symbol – /ā/,  
ai, ay; /ō/, oa; /ù/,  
oo; /ü/, oo**

1. Write the following sentences on the chalkboard:

Mail comes, even when it rains or hails.

Play with the gray clay.

Send a load of coal on the boat.

Have the sentences read, then have pupils underline words in which two vowels come together.



*Tell your pupils something exciting you have done.*

2. Put the headings ai ay oa on the chalkboard and have pupils write the underlined words under the appropriate headings. Review the generalizations related to the three vowel combinations.
3. On the chalkboard write the words moon and book.  
Have the following sentences on the chalkboard. Have pupils identify the words with the oo combination and list the words under the matching key word.  
The balloon floated over the cool pool.  
The goose swam in the brook.  
A good cook uses a wooden spoon.  
It is foolish to leave the tools here.
4. Have pupils note that oo usually represents the vowel sound heard in moon or the vowel sound heard in book.  
Remind them that they must try out both sounds when trying to figure out the pronunciation of an unknown word that contains the oo combination.
5. Use words such as chair, always, roar, flood to remind pupils that they should always be alert for exceptions to vowel generalizations.
6. Have the following sentences read:  
The foolish boy boasted that he could raise the weight from the floor.  
He had to explain why he spent his holiday at school.  
She groaned as she felt the ladder sway and saw the paint splash from the pail.

**apply knowledge of  
vowel combinations**

#### **Workbook Follow-up, page 14: Doing a crossword puzzle**

Explain, if necessary, how to do a crossword puzzle, and have pupils complete the one on page 14. Have them color red the blocks for all words that have /ā/.

**associate /ā/, /ō /,  
/û /, /ü / with  
symbols that  
represent them**

## **Activity 8**

### **Handstands, pages 34-38: Reading a story – “The Little Angry Skunks”**

**Interpretation skills:** Recognizing relationships – cause-effect  
Understanding sentence meaning – figurative  
and/or picturesque language

*The focus of this unit is on two interpretation skills:*

*To understand cause-effect relationships, pupils must learn to recognize, as they read, how one event develops from a previous one and leads into the next. They should learn to ask why a particular thing has happened and to look back into the story for the cause(s). They should also think about likely outcomes or effects of what is happening in any part of the story.*

*Pupils should be beginning to recognize that some authors use interesting or unusual words or expressions to help readers to see or to hear more accurately. Pupils should be able to compare the effect of the author's choice of figurative and/or picturesque language with that of more ordinary words that have the same general meaning.*

### Core Vocabulary

**Unit** – knew    never    nothing

**Review** – wind    as    other    out

### Application of known phonic and structural principles

seat   nearly   clearing   ears   leaves   stream;  
speed   heels   deep   tree;   tail   daisies;  
telling   filling   stamping   following   talking   hunting

### Preparation for reading

Have pupils locate the title on the Contents page and predict what the story will be about. Encourage pupils to express their ideas about or reactions to skunks – especially angry skunks.

### Guiding the reading

During the first reading, use a few questions to highlight the events of each page; then reconsider each page, focussing attention on the author's choice of language.

Read page 34 aloud as pupils follow in their books. Then have them read page 35 silently.

### Questions:

What dreadful mischief is the bear cub in?  
What did he look like? Show how he moved and how he held his head.  
Why are the little skunks so angry?  
What did you expect to happen just then?

Have each subsequent page read silently.

### Questions:

page 36

Why don't the little skunks do something?  
Why are the little skunks and little bear left alone?  
Who saw what was happening and could have stopped it?  
Why didn't they?  
Why did the mother bear move so fast?  
What three words best tell what she did to her cub?

page 37

Why does the writer say that the bears left "just in time"?

page 38

How did the mother skunk act when she saw her babies upset in the daisies?  
How did the skunk family look as it left the clearing?  
Does having their mother to protect them make the little skunks feel better?

use Contents page

form sensory  
impressions

recognize  
relationships –  
cause-effect

understand  
sentence meaning –  
figurative and  
picturesque  
language

Restudy the story, focussing attention on the figurative and picturesque language. With some groups of children it should be adequate to ask them to find examples of interesting language or expression; for others use a selection from the questions that follow.

pages 34-35

- How fat does the writer say the cub is? What is a puff-ball?
- How old is the bear cub? Why does the author give his age in "moons"?
- What does the cub's nose look like?
- What sentence best shows the anger of the little skunks?

page 36

- What law of the forest did the cub not know?
- Why does the author call it a "law"?
- How does the author describe the sounds of the forest?
- How fast did the old bear move?
- What did she do to the cub?

page 37

- What happened to the little skunks?

page 38

- How does the author show you that the old skunk is upset?
- How do her babies look?
- Why does the author repeat many of the same sentences she used on page 35?

**relate the story to  
Unit theme**

Talk briefly with pupils about the "animal ways" on which this story is based.

This is a difficult story to read orally, but the effectiveness of the language makes it worth the time required for you to prepare it well. Conclude the activity by reading the whole story to the group.

### **Workbook Follow-up, page 15: Rewriting sentences Matching phrases**

**understand  
sentence meaning –  
figurative and  
picturesque  
language**

Have pupils think about the meaning of each sentence in the first exercise and rewrite it in their own words.

In the second exercise, have them read each phrase, and copy from the story the author's phrase that matches its meaning.

## **Activity 9**

### **Evaluating a composition Revising a composition**

**read a composition**

Have pupils reread the group composition developed in Activity 3.

**revise a  
composition**

Ask if they have learned anything more about any of the three animals that would be interesting to include. Jot down any suggestions on the chalkboard. If necessary, provide some new information yourself so that pupils can recognize the importance of doing follow-up study in relation to some writing activities.

**evaluate a  
composition**



Have pupils decide which, if any, of the new ideas should be included in the composition. Encourage them to add only ideas they feel will make it more interesting. Discuss how the ideas can best be integrated into the composition. Rewrite sentences as necessary.

Evaluate the vocabulary. Have pupils decide whether any part could be strengthened by using an adjective or a more precise noun or verb. Encourage them to suggest improvements, but be sure, before making it, that the group agrees that the suggested change strengthens the composition. (Probably it will still be necessary for you to use questions to focus attention on points where the writing can be improved.)

Read the revised composition as the pupils listen. Encourage them to share their opinions of the revised work.

Have one pupil copy the revised composition for the group's permanent record. (See note, Unit 52, Activity 7.)

## Activity 10

### Vocabulary development – synonyms

#### Using context to identify unfamiliar words – synonyms or restatement

1. Before the lesson have the following groups of words on the chalkboard:

(i) small	little	tiny
(ii) castle	palace	mansion
(iii) satisfied	content	pleased
(iv) groan	moan	sigh
(v) sleepy	drowsy	tired

#### identify synonyms

Have pupils read each group of three words and identify the two that are *most* alike in meaning. Help them to recognize that while small and little can be interchanged without affecting meaning, tiny suggests "very, very small"; a mansion is a large house, but not in the same way that a castle or palace is; to be pleased is something more than to be satisfied or content – yet the three words in each group have similar meanings.

#### use the term "synonym"

2. Introduce the word synonym as a term to refer to a word that has the same, or almost the same meaning as another word.

#### supply synonyms

3. Have the pupils suggest a synonym for each underlined word as you say the following sentences:

Tie a strong cord around your parcel.

Take a gift to the birthday party.

Wear your cardigan to school.

The tiger looked ferocious.

The strange drawing appeared on the wall again.

4. Talk briefly about the importance of synonyms in helping us to vary how we say or write certain things.
5. Point out that authors sometimes use synonyms when they want to explain a new word to the reader.

#### use synonyms to identify the meaning of unfamiliar words

6. Before the lesson, have the following sentences on the chalkboard:  
That mule is very obstinate. I have never seen such a stubborn animal.

Sara went to the pool every day of the holidays. It was the best vacation she ever had.

The King decreed that everyone must leave the city. He ordered that they go immediately.

We were compelled to leave our camp. When the river flooded, it forced everyone to move to a safer place.

His reply to the question was silly, so the teacher asked him to give another answer.

Have pupils identify the underlined word as you read each example orally. Then have them circle the synonym that helps them to understand the meaning of the word.

7. Have the following sentences on the chalkboard. Have pupils supply a synonym to close each:

You said it would be difficult but I didn't expect it to be this \_\_\_\_\_.

Put some more glue on it. I didn't use enough \_\_\_\_\_ to make it stick.

We watched the elk defend their babies. They had to \_\_\_\_\_ them from the bears.

### **Workbook Follow-up, page 16: Closing sentences**

**interpret sentences**

**recognize core vocabulary**

**use synonyms to close sentences**

Have pupils read each example and note the meaning of the underlined word; then have them write a synonym for the underlined word to close the sentence.

When the work is complete, have pupils work in pairs to compare their answers. Encourage them to read the completed passages to each other. You may want to list answers on the chalkboard in random order so pupils can check spelling as needed (pail quarrel tune chased speech parcel smell snack field space).

Then check the page carefully to note pupils who may need extra help.

## **Activity 11**

**“Gillipoo Helps Out”: Listening to a story**

**“Holding Hands”: Listening to a poem**

**Recognizing relationships – cause-effect**

**Noting and recalling details**

Tell pupils to listen as you read a story about an unusual mouse. Tell them to try to remember all they can about the mouse so that they can talk about him later.

Read “Gillipoo Helps Out”

**attend to a story**

## GILLIPOO HELPS OUT

Gillipoo was a circus mouse. He loved the parades and the noise. He didn't mind the tigers or the leopards, and he wasn't one bit afraid of the lions. He lived in a circus trunk, ate circus food, thought circus thoughts, and did circus work.

Gillipoo loved his job helping the clown put on his bright red nose, but sometimes he got lonely. Everyone was so busy being funny or brave or counting money that nobody had much time for a little circus mouse.

One morning, when Gillipoo came to watch the animals eat, he saw something wonderful. By the side of a huge gray elephant was a baby – very soft and wrinkly and shy, swinging his little trunk and giggling. Gillipoo rubbed his nose and scratched the back of his neck. Then, while the mother elephant was busy eating, he ran up the baby elephant's trunk and sat right between his eyes.

"Hi!" said Gillipoo.

The baby elephant giggled and wiggled its trunk.

"What's your name?" asked Gillipoo.

The baby elephant lowered its trunk. Gillipoo slid down, down, to the end of it and then, up it went and . . . flip! Gillipoo landed on the baby elephant's ear.

"Gosh!" gulped Gillipoo. "Now I know your name. It's Flip!"

The baby elephant giggled.

From that day on, Gillipoo and Flip played together whenever Gillipoo's clown and Flip's mother were busy. Everyone thinks that elephants are afraid of mice, but Gillipoo was very careful never to frighten Flip.

Then, one day, the circus manager came to see Flip's mother.

"Harr-umph!" he said, chewing on his cigar. "It's time for Flip to join our circus parade. This afternoon at one o'clock, I want him behind you in the parade, holding onto your tail and marching in time to the music of the circus band. Because, if he can't, I just might have to sell him to the zoo."

"Oh, dear, oh, dear!" thought Flip's mother. "Flip is still such a baby. He doesn't know his left feet from his right and he'll be frightened by all that noise and all those people."

But the circus manager had already walked away.

Gillipoo found Flip crying, flapping his ears and sniffing down his little trunk.

"Oh, Gillipoo!" was all he said. But Gillipoo understood.

All that morning, Gillipoo tried to teach Flip to march. He showed him which were his left feet, which were his right. And Flip would remember until Gillipoo stopped helping him. Then his legs seemed to go every which way and tangle up. They practised and practised, but Flip never seemed to get any better.

That afternoon at one o'clock, the circus parade went through the town, following the tootling and drumming of a loud and glittering circus band.

After the tigers and the leopards and the lions in their bright circus wagons, the elephants came. One by one, holding each others' tails, they marched in time to the music.

At the very end, behind his mother, came Flip! He was holding on to his mother's tail and marching in time to the band, just as the circus manager had wanted him to do! And his feet did not get tangled, not even once!

The crowd cheered, Flip's mother smiled, Flip giggled. But Gillipoo didn't cheer or smile or giggle. He was too busy whispering, "Left, right, left, right!" into Flip's ear.



For Gillipoo was perched on the edge of the baby elephant's ear waving a flag and whispering, "Left, right, left, right" as loudly as he could, in time to the music of the circus band!

— Patricia Vickery

recognize  
relationships –  
cause-effect

note details

### Questions:

Why is Gillipoo an unusual mouse?  
Why was he so pleased to see the baby elephant?  
Without Gillipoo, what would have happened to the baby elephant? Why?  
What do you think the result of Gillipoo's good deed might be?  
What details do you learn about Gillipoo's circus from the story?  
Does it tell you anything about "animal ways"?  
Is it true or make-believe?

relate a story to Unit  
theme

**Experience extension:** Have pupils listen to the poem "Holding Hands."

### HOLDING HANDS

Elephants walking  
Along the trails

Elephants work  
And elephants play

Are holding hands  
By holding tails.

And elephants walk  
And feel so gay.

Trunks and tails  
Are handy things

And when they walk –  
It never fails

When elephants walk  
In Circus rings.

They're holding hands  
By holding tails.

— Lenore M. Link

recall a story

interpret pictures

write a story

### Workbook Follow-up, page 17: Writing a story

Have pupils recall the story of Gillipoo and record the key events by writing text to match the pictures.

## Activity 12

**Associating sound and symbol— /ou/, ou, ow; /ō/, ow; /oi/, oy, oi**

- A** 1. Before the lesson, have the following key words and sentences on the chalkboard:

snow    house

The clown sat down on the couch.

That bird on the ground is a grouse.

Ray counts as he bounces the yellow ball.

That crow should have flown south.

The queen's crown was blown away.

The birds have flown south, and the flowers are dying.

associate sound  
and symbol – /ou/,  
ow, ou; /ō/, ow

Have pupils read the sentences and match the underlined words with the key words: snow, house.

2. Review the generalizations that (i) ow usually stands for either /ō/ or /ou/ and (ii) ou usually stands for /ou/.

associate sound  
and symbol – /oi/,  
oy, oi

- B 1. Before the lesson, have the following sentences on the chalkboard:

The boy put oil on his toy wagon.

A noisy game is my choice.

You will spoil the beans if you boil them.

Joyce counted the coins in her bank.

Have pupils read the sentences and use the underlined words to review the generalization that oi and oy usually represent /oi/.

apply knowledge of  
vowel  
generalizations

2. Have pupils read the following sentences:

Joy was drowsy, but a loud voice in the crowd spoiled her nap.

The snake was coiled around a hollow tree.

## Activity 13

### Participating in a group discussion

**Note:** *The purpose of this lesson is to focus attention on group skills that will help pupils to participate in discussions that are a part of the Expressways program and in discussions that are planned as a part of other curriculum areas.*

*The teacher's role in setting the stage for productive discussion, and as a group member during the discussion, is vitally important. Discussion will likely be more effective if:*

- the group consists of no more than six members;
- the discussion group is seated in a circle, away from the rest of the class;
- the group members have some background knowledge on which to base a discussion;
- the topic is presented visually as a question on the chalkboard or chart paper, or as a picture or object to be discussed;
- pupils understand clearly the problem posed.

*The teacher can facilitate interaction and development of ideas during the discussion by:*

- questioning a participant to encourage him/her to further develop his/her ideas;
- suggesting that a participant share a particular experience that is relevant to the topic at hand;
- using questions or comments to direct discussion to reluctant participants;
- making comments or offering information as needed to stimulate a lagging discussion;
- summarizing ideas that have been presented, and indicating a new line of thought for possible development.

*However, the teacher's participation should be kept to a minimum and designed to stimulate, encourage, or focus pupil interaction.*

Have the following questions on the chalkboard or on chart paper. Compliment pupils on their participation in group discussion activities and suggest that they think about the questions in relation to their class discussions.

**understand  
discussion  
procedures**

Should everyone have a chance to say something about the topic? Why?  
What should you be doing when someone is speaking? Why?  
What do you do if you have something to add to what is being said?  
What do you do if you don't agree with what someone has said?  
What do you do if you don't understand what someone means?  
When can you have a turn to talk?  
What do you do if you notice someone in the group who isn't saying anything?  
What can you do if group members keep repeating things that have already been said?

**set standards for  
class discussions**

After pupils have considered the questions, have them develop a list of four or five questions that they can use in evaluating their discussions.

They might include such things as:

Did everyone have a chance to talk?  
Did we all listen when someone was talking?  
Did each person try to give a new idea?  
Did we take turns talking without interrupting people?

Have the group standards posted in chart form and use them in evaluating subsequent discussions.

## Activity 14

**Handstands, pages 39-43: Reading an essay – “Animal Ways”  
Reading a poem – “Ptarmigan with Furry Feet”**

**Interpretation skills:** Noting and recalling details  
Understanding Relationships – cause-effect

*Noting and recalling details is an important skill to be developed in relation to non-fiction material. Pupils should learn to recognize the important details and to organize them with their own background knowledge to facilitate recall.*

### **Preparation for reading**

Recall the animal habits described in the listening selection “Animal Ways.” Have pupils identify the animals pictured on pages 39-43.

### **Guiding the reading**

**Note:** As pupils read the short text that accompanies each picture in the essay “Animal Ways,” direct their use of a range of phonic and structural principles to identify the words and help them to use context to determine the meaning of words such as resist, hurtling, herded, and so on.

Have pupils read each page and then talk about the details given about the animal. In addition to questions focussing attention on detail, use questions such as the following:

**Questions:**

- Why is the otter called a fresh-water clown?
- Why does it soak the slide with water?
- How is the flying squirrel able to fly?
- Why is it called "night glider"?
- Why did the Eskimos name the musk-ox oomingmak?

As each page is discussed, have pupils indicate any words they can't pronounce or don't understand. Focus the group's attention on phonic, structural, or context cues to have the word pronounced and its meaning clarified.

Assign each pupil one page to prepare for oral reading. Talk briefly about the purpose of oral reading and have pupils note that with this selection the reader is communicating information. Encourage them to read to bring out the key ideas, but emphasize that good oral reading of informational material does not require exaggerated intonation.

Have pupils turn to pages 42-43. Tell them that this poem tells about some of the animals that live in Canada's far north. Have them identify the different animals in the illustration and write the names on the chalkboard.

Have the poem read silently. Assign a stanza to each pupil to prepare for oral reading.

Have the poem read, with each pupil reading the prepared stanza.

Use the poem for choral reading. For each stanza, choose a pupil to read the first and last lines as solo lines. Have the rest read in unison.

Provide strong direction for the reading to keep the pupils together as they read.

**Workbook Follow-up, page 18: Reading detailed information  
Answering questions**

Have pupils study each picture and the details listed beside it; then have them write answers to the questions.

## Activity 15

### Developing vocabulary – antonyms and synonyms

1. Have pupils recall the meaning of the term synonym and give synonyms for pretty, happy, foolish, infant.
2. Tell pupils that sometimes we want a word that means the opposite rather than the same.

note details

understand  
relationships –  
cause-effect

read a poem orally

read a poem as  
choral reading

interpret details

give synonyms



Say: Fat is the opposite of thin; young is the opposite of old; dark is the opposite of light.

### give antonyms

Ask: What is the opposite of \_\_\_\_\_ ? (Use the following words:)

beautiful	cooked	smooth
long	soft	healthy
heavy	flat	good
sad	easy	tidy

### use the term “antonym”

Define antonyms as words that have opposite meanings.

3. Write the word hot on the chalkboard and have pupils give the antonym. Write cold on the chalkboard.

### select precise vocabulary

Have pupils give as many synonyms for each word as they can and list these under the key words hot and cold. (If pupils' suggestions are limited, add some words yourself. Remember that one of the purposes of the lesson should be to increase vocabulary.) The lists might include: hot – warm, boiling, sunny, sweltering, cooking, mild, heated, fiery; cold – cool, freezing, icy, wintery, frosty, chilly, shivery.

4. Remind the pupils that words that are given as synonyms don't usually mean exactly the same. Choose a word from the first column, such as warm, and have pupils match it with the most appropriate antonym from the second list. Pupils might match words such as:

warm – chilly	mild – cool
boiling – freezing	sweltering – shivery
sunny – frosty	fiery – icy

5. Show pupils pictures of children taking part in a summer activity and in a winter activity. Have them circle the words in each column appropriate to the picture. (Be sure pupils consider both the picture and the words. Sweltering is unlikely to be suitable if the picture shows children enjoying an active summer game – but if it is chosen, words such as warm, mild should not be circled.)

## Activity 16

### Writing a conversation Using quotation marks

**Note:** Do not use this activity if your pupils write conversations during independent writing activities and use quotation marks accurately.

Reuse the completed *Workbook* page 17.

Have several pupils read the sentences written to accompany the pictures.

Suggest that, as a group, they write the story as a conversation between Gillipoo and the others in the pictures.

### write a conversation

Guide the dictation for each picture, using questions such as:

Who is talking?  
Who do you think spoke first?  
What do you think he/she said?

## observe use of quotation marks

As you record, precede each speech with (Gillipoo) said, and use quotation marks around the speech. Comment, as you write, on their purpose and on the correct use of punctuation and capital letters with quotations.

When the conversation is complete, have a pupil read it. Then direct attention to the form of the writing. Focus on:

- (i) the use of a new paragraph for each new speaker;
- (ii) the use of a comma to separate the speech and the dialogue carrier;
- (iii) the use of quotation marks around each speech.

Have each pupil look through his/her file of writing and find (if any have been written) a story with conversation in it. Then have pupils proofread their own stories, checking punctuation and use of quotation marks.

# Activity 17

## Knowing alphabetical order Arranging words in alphabetical order

**Note:** Pupils must be thoroughly familiar with the alphabet before they can be expected to use the idea of alphabetical order in dictionaries, indexes, telephone books, and so on. It is not enough that they can say the alphabet in order. They should be able to identify quickly which letter comes before or after a given letter. Time spent developing a thorough knowledge of alphabetical order will pay dividends in efficient dictionary usage.

## know alphabetical order

## arrange words in alphabetical order

1. Check to make sure that each pupil knows the alphabet thoroughly.
2. Use a brief speed drill on letter position. (This exercise should be repeated frequently in one- or two-minute periods until response is automatic.)  
Ask: What letter comes before \_\_\_\_\_ ?  
What letter comes after \_\_\_\_\_ ?

3. Say the following groups of words and have pupils give them in alphabetical order:

(i)	(ii)	(iii)	(iv)
every	July	save	move
box	go	race	open
day	ice	tray	lamp
crust	how	up	never

(Repeat this exercise in short drills as needed by individual pupils.)

4. Proceed as in exercise 3, using groups of words that skip letters of the alphabet:

(i)	(ii)	(iii)	(iv)
favorite	juice	choose	tell
dump	goat	alone	post
into	let	fun	new
milk	party	kitten	rain

5. Proceed as in exercise 3, using groups of words that are widely spaced in the alphabet:

(i)	(ii)	(iii)	(iv)
feather	super	elephant	rose
allow	kick	zebra	flash
please	bank	monkey	carry
want	relish	seal	yes

6. Duplicate the following lists. Name words at random and have pupils locate and circle them. Use this as a speed drill. (Only one word beginning with each letter is included so that pupils can concentrate on order rather than having to identify words.) If the words are duplicated in columns, the exercise will help pupils recognize in what part of the alphabet a letter occurs.

- (i) acorn, burrow, camp, drink, elf, fence, globe, hold, igloo, jump, kite, loose, marble, need, over, purse, quick, ride, sold, taste, under, vase, want, xylophone, yoke, zebra
- (ii) actor, bread, complain, dinner, easy, fasten, gear, handle, iron, jungle, kerchief, leaves, monster, nurse, open, plaza, queen, remark, same, ten, usher, violent, west, x-ray, yellow, zinnia

## Activity 18

### “Joey Pika’s Adventure”: Listening to a story

Noting details

Recognizing information integrated in a story

Recognizing relationships – cause-effect

Tell pupils to listen to a story about Joey Pika and see what they can learn about pikas while they enjoy his adventures. Read the story and use the questions.

### JOEY PIKA’S ADVENTURE

One afternoon in late August, Joey Pika sat by himself on a rocky ledge high in the Cascade Mountains of British Columbia. Much the shape of a guinea pig, but scarcely fifteen centimetres long, he had brownish fur, short legs, and broad, round ears. His tail was so short it could hardly be seen. His feet were fur-padded so that he could run easily over the rock piles and up and down the slopes.

Joey belonged to a community of pikas, or “little haymakers,” as they are known. Now he watched one of his relatives hard at work – the relative would sit up and scout for danger, then scuttle to the closest patch of grass, clip all he could carry crosswise in his mouth, then scurry back home. Sometimes he tripped because he couldn’t see over his load. Once home, he spread the hay on a flat rock to dry, and hurried back for more.

All around, other pikas were working. Every family was drying hay and stacking it near the entrances to their homes so they would have a supply for winter. By the time the snow came, a pika might have a pile of hay that was 150 times its own mass.

It seemed to Joey that everyone in the community was making hay this afternoon, even the children. He was supposed to be working, too. Most days he liked making hay. But not today. He sat out of sight of the haymakers and looked around him. Far up, he could see the snowy crest of a mountain peak. Far, far down the steep, bare slopes, were more rock piles. He kept peering down. If he went down there all by himself – what an adventure it would be! He could easily go and be back before dark. Joey knew he shouldn't go off by himself like that. The young pikas were supposed to stay close to their elders where a warning cry could be easily heard.

But pooh! All summer he had been playing on the rocks. He was always careful to look around. He could throw his voice, better than many grown-ups, so that he seemed to be several metres from where he really was. For that matter there wasn't much to be afraid of. Not many animals lived so high above farming country among the masses of rocks. But eagles nested on the high rocky ledges. Hawks occasionally flew over. Weasels, worst enemy of all, were sometimes seen.

Keeping out of sight of the haymakers, Joey darted off the ledge and ran down a steep slope under an underhanging cliff. Along another ledge and over a mass of rock he ran, then down another steep slope. Oh, this was fun! He gave a little squeak of joy, stopping short in the middle of it. He was alone. No one to warn him of danger. Best to keep very quiet.

A shadow came between him and the sun, and he darted into a crevice. It was only a ptarmigan, and Joey came out from his hiding place.

He ran on and on until – just in front of him a weasel was slithering among the rocks. A good thing Joey was on a pile of broken rocks that had lots of holes and cracks. A good thing there was a very tiny crevice right beside him. Weasels can enter most places that pikas can, but this hole was too small.

The crevice opened into a deep cave. Joey ran, far back, and, shivering with fear, sat very still for a long time.

Now Joey wished he were back making hay with the others. The weasel was probably waiting for him to come out. It was probably prowling among the rocks right now. It might stay there all night. And then, because Joey was very tired, he fell fast asleep.

When he woke, he thought at first he was home. Then he remembered, and he squeaked sadly to himself. He ran to the entrance of the cave and cautiously poked his head out. He listened and looked around, then came out a little farther. He looked around again. No sign of the weasel. But, just to make sure he was safe, Joey squeaked very loudly, throwing his voice so it seemed to come from the other side of the mass of rocks. Then he came all the way out. No sign of anyone. No sound.

But oh, oh! He did see something. Far up in the blue sky a huge bird was soaring. An eagle! It was flying lower, swooping toward him. Joey scurried back into the pile of rocks. There was a whirring of wings, then silence, but Joey stayed where he was for several minutes.

Then there was nothing for a little pika to do but find his way home. And that was just what Joey did.

It seemed a much longer journey today than it had been yesterday. Up a steep rock and along a pile of rubble he went. Up, up, passing several piles of broken rocks. He was getting tired now. He stopped to rest, looking around and listening. Then he heard squeaky, high-pitched voices calling back and forth. The voices of pikas! Joey fairly raced along the ledge on which he was resting. He could see the haymakers. Now he was home!



note details

recognize  
relationships –  
cause-effect

note and recall  
details

interpret pictures

write a story

list adjectives  
related to a topic

select appropriate  
adjectives

write a poem

### Questions:

What was Joey's adventure?  
Why did Joey decide to go exploring?  
What excuse did he make for going?  
Do you think Joey was able to look after himself?  
What effect do you think Joey's adventure will have on him?

On the chalkboard write the headings:

appearance   home   food   habits   protection   enemies

Have pupils recall details about pikas that fit under each heading. List these in point form.

If you feel that pupils have missed many of the details, have them check the blackboard outline as you reread relevant sections of the story, then add further details.

### Workbook Activity, page 19: Writing a story

Discuss the opening statement with pupils. Tell them to study the sequence of four pictures to find out what happened on the way to the zoo and then write a story to match the pictures.  
Encourage pupils to proofread their writing.  
Have the pupils share their completed stories with a partner.

## Activity 19

### Developing vocabulary Selecting precise vocabulary Writing poems

On the chalkboard write, allowing plenty of space around each:

puppy   lion   mouse

As in Activity 6, have pupils give all the adjectives they can think of to describe each, and write them in scatter formation around the noun.

Suggest to pupils that they choose three words from the first group to complete a poem.

Puppy  
[Warm]  
[Cuddly]  
My friend.

Put the poem outline on the board and experiment with combinations of words that pupils suggest.  
Have pupils look for words that work together to provide a picture of the puppy and order them in the best sequence to make their poem sound interesting.

Have pupils independently select and organize three adjectives to complete each of the following poems:

Lion

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

King of the jungle

Mouse

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Gray mouse

## Activity 20

### Workbook, page 20: Using context to identify unfamiliar words

**Note:** Lessons teaching pupils how to use context are useful only if they regularly apply this skill in all reading activities. Whenever a pupil encounters a word perception difficulty, guide the application of skills taught in word perception lessons.

The use of context focusses attention on meaning and requires the reader to recognize the relationships among ideas in a selection. Be sure pupils recognize the use of context as a reasoning process rather than "guessing" the word.

Be sure pupils always check their word to see if it:

- fits the meaning of the passage;
- fits the structure of the sentence;
- agrees with phonic and structural cues.

Remind them to use Handstands, page 33 as a reference.

Use the paragraphs in Part A of Workbook, page 20.

**Note:** Part B of page 20 will be used in Activity 22.

use context to  
identify unfamiliar  
words

Have pupils read each paragraph and identify the underlined words.

Remind them to read to the end of the paragraph, as some of the best cues often come after the word.

If the word is readily identified, discuss the clues that were helpful. (If some pupils recognize the word at sight, have them consider it as a hypothetical problem and suggest clues that would help other readers.)

If any words are not readily identified, use questions to focus attention on meaning and phonic cues. Help pupils to relate the cues to arrive at an understanding of the word. For example:

- cover – phonic cues: c, /k/; -er ending
- pronunciation probably known
- meaning cues:
  - feels safe in rocky home
  - "run"
  - Where does the pika run when an eagle flies near? (to hide)
  - What does "for cover" mean? (to hide under something where it can't be seen)

## Activity 21

### Handstands, pages 44-48: Reading a story – "Charlie Meets a Bear"

**Interpretation skills:** Understanding relationships – cause-effect

Noting details

Understanding sentence meaning – figurative and picturesque language

## Core Vocabulary

Unit – while watch knew start never

Review – trying tried around hear as

## Application of known phonic and structural principles

throat road slowed owned narrow snow;  
hurried fur after Horn closer  
turn farm start hard;  
leading gears leaped fear  
reached hear really clearly mean;  
afraid straight again;  
squint quiver quick

## Preparation for reading

Have pupils study the illustrations on pages 45 and 47 and the story title, and predict some of the problems the story will deal with. Then assign the story for independent reading.

Remind pupils of the procedure for identifying unfamiliar words reviewed on page 33 and tell them to note any they can't identify for discussion with the group following the independent reading.

## Guiding the reading

Following the reading, use questions such as the following to direct the pupils' consideration of the story ideas:

### Questions:

pages 44-45

Why couldn't Charlie see what the bear was at first? What does the author say it looked like?

Why was Charlie afraid when he saw the bear? (Bring out several reasons.)

Why does the author use the word gripped to tell how Charlie held the steering wheel?

Why can't Charlie pass the bear?

pages 46-47

Describe the bear's strange behavior. How did it affect Charlie?

Why does the author use "galloping" instead of "ran" to tell about the bear?

How does she describe the cub?

How did seeing the bear cub help Charlie to decide what to do?

page 48

Why did Charlie decide to tell just one side of the story?

What did you learn about animal ways as you read the story?

**Experience extension:** Have pupils dramatize the conversation when Charlie arrives home to tell of his adventures, first as he would likely tell it, and second, giving both sides of the story.

## Workbook Follow-up, page 21: Interpreting a story

Have pupils read the story and answer the questions. When the work is complete, have them work in pairs and discuss their answers.

predict from title  
and illustrations

recognize  
relationships –  
cause-effect

understand  
sentence meaning –  
figurative and  
picturesque  
language

relate story ideas to  
Unit theme

recognize core  
vocabulary

interpret a story

develop vocabulary

## Activity 22\*

### Workbook page 20, Part B: Recognizing core vocabulary

#### recognize core vocabulary

Have pupils read the questions at the bottom of page 20 silently and circle their answers.

Name the following words and have them circled in the indicated sentences:

1. while, watch; 2. know, tries; 3. nothing, watch, start;
4. while, over, watch; 5. watch, nothing, while, start.

Have each sentence read aloud.

On the chalkboard write:

never    nothing    know    watch    while    start

Point to a word on the list and name a pupil.

Have that pupil use the indicated word in a sentence.

## Activity 23\*

### Using quotation marks to punctuate conversation

#### use quotation marks to punctuate a conversation

Have pupils reread the group composition developed in Activity 16 and review the use of quotation marks in writing a conversation.

Have the following riddles and the answers on cards. Give one pupil the card with the question and another the card with the answer.

What has four legs and flies? (Two birds)

What goes up when the rain comes down? (Umbrellas)

How can you tell that a clock is shy? (It holds its hands in front of its face.)

Have the questions and answers read, and record them on the chalkboard as a conversation, for example:

Mara said, "What has four legs and flies?"

Jim said, "Two birds."

Have pupils direct you in supplying the punctuation.

### Workbook Follow-up, page 22: Writing a conversation Using quotation marks

#### interpret pictures

Have pupils study each picture and choose names for each person and the pets. Have the names written on the lines provided.

#### write conversations

Have pupils think about the conversation that is taking place in each picture and write it on the lines provided.

#### use quotation marks

When the work is complete, remind pupils to proofread it to check the use of quotation marks; then divide the group into pairs and have them exchange and proofread the writing.



# Activity 24\*

## **Handstands, page 49: Reading a poem – “A Lucky Age”**

### **read a poem**

Have pupils follow in their readers as you read the poem.

### **interpret a poem**

Have pupils note the humorous nature of the poem and comment on whether they agree with the poet's idea about a lucky age.

### **extend vocabulary**

Have pupils discuss the meaning of the word quell. Direct them in the use of context and phonic cues as required.

**Note:** *The illustrations are accurate representations of the dinosaurs mentioned in the poem. The plateosaurus is shown in the foreground; the styracosaurus in the background.*

**Experience extension:** Have pupils prepare reports on different kinds of dinosaurs. Provide them with headings to use in collecting the information.

Suggested headings: name, size, appearance, food, where it lived.

## **Checking achievement**

### **Do pupils**

- recognize the unit core vocabulary?
- associate appropriate sounds with vowel combinations and apply this knowledge in reading?
- recognize cause-effect relationships when reading or listening?
- note and recall detail when listening or reading for information?
- interpret and enjoy figurative and picturesque language?
- use quotation marks accurately?
- proofread written work according to set criteria?

### **Can pupils**

- participate effectively in group discussions?
- write short conversations independently?
- provide synonyms and antonyms for familiar words?
- integrate ideas from several sources to develop a theme?

# Spelling

## Unit Words

five	my	ate	school	house
dive	by	late	pool	ground
nine	why	lake	room	our
nice	try	snake	moon	about
life		same	zoo	flower
like		face	too	brown
bike		place	food	window
		space	look	shadow
		grade	book	

## Spelling Activity 1

five  
dive  
nine  
nice  
life  
like  
bike  
my  
by  
try  
why

1. Use the pretest procedure outlined in Spelling Activity 1, Unit 52, with the words at the left.
2. Dictate the following sentences:  
Call me when you see a dog.  
Tell me where you live.  
Who hit my friend?

## Spelling Activity 2

1. Use the WSP with any words pupils spelled incorrectly on the pretest of Activity 1. (Pupils should study only words they misspelled. Anyone who needs only a part (or none) of this activity should use the time for independent reading or writing activities.)

## Spelling Activity 3

1. Say: life, like, nice, dive

Ask: What vowel sound do you hear in each word?  
What vowel letters would you write in each word?

Have the words written on the chalkboard and direct attention to the spelling pattern used to represent /ī/.

pipe  
tile  
fine  
kite  
bite  
ripe  
mine  
wire

2. Dictate the words at the left.

3. Write the words on the chalkboard and direct attention to the spelling pattern used to represent /ī/.

4. Say: my, by, try, why

Ask: What vowel sound do you hear in each word?  
What vowel letter would you write in each word?

my      try ←  
by      why

Have the words at the left (my, by, try, why) written on the chalkboard and have pupils note that y is often used to represent /ī/ when it appears at the end of a word.

fly      spy ←  
cry      sky  
fry

5. Dictate the words at the left.

### Workbook Follow-up: page S6

Guide pupils' reading of the directions and have the page completed independently. Check the pages with pupils.

## Spelling Activity 4

ate      face ←  
late      place  
lake      space  
snake      grade  
same

1. Use the pretest procedure outlined in Spelling Activity 1, Unit 52, with the words at the left.
2. Use the WSP with any words spelled incorrectly in the pretest. Focus attention on (i) the use of c to represent /s/ in face, place, space, and (ii) the e at the end.

## Spelling Activity 5

1. Say: ate, make, plate, space

Ask: What vowel sound do you hear in each word?  
What vowel letters would you write in each word?

ate      plate ←  
make      space

Have the words at the left (ate, make, plate, space) written on the chalkboard and direct attention to the spelling pattern used to represent /ā/.

Point out that other spelling patterns can also be used to represent /ā/.

Write rain, say to illustrate alternatives.

take      race ←  
game      shame  
shake      frame  
brave      cape

2. Dictate the words at the left. (Tell pupils that all these words use the first pattern to represent /ā/.)
3. Write the words on the chalkboard and direct attention to the spelling pattern used to represent /ā/. Have pupils check their spelling.
4. Dictate the following sentences:  
I like to race on my bike.  
The snake ate a frog.

### Workbook Follow-up: page S7

Direct pupils as they study the directions.

When the work has been completed, check the answers with the group.  
Focus attention on the spelling pattern used for /ā/.

## Spelling Activity 6

school   zoo  
pool   too  
room   food  
moon   look  
book

1. Use the pretest procedure outlined in Spelling Activity 1, Unit 52, with the words at the left.
2. Dictate the following sentences:  
Five ducks like to dive in the lake.  
This is a nice place to live.  
Find a space for my bike.
3. Use the WSP with any words spelled incorrectly on the pretest.

## Spelling Activity 7

1. On the chalkboard write moon, book.  
Ask: What vowel sounds do you hear in the two words?  
What vowel combination represents the two sounds?
2. Have pupils divide a notebook page into two columns and write moon at the top of one, book at the top of the other.
3. Dictate the words at the left and have pupils write them under the key words with the same vowel sound.

hook   boom  
spool   loon  
hood   cook  
broom   wood  
mood   good  
shook   shoot  
spoon   stool  
took   stood

### Workbook Follow-up: page S8

Have the page completed independently and then check the results.  
Again remind pupils of the importance of careful letter formation in developing accurate spelling.

## Spelling Activity 8

house   flower  
ground   brown  
our   window  
about   shadow

1. Use the pretest procedure outlined in Spelling Activity 1, Unit 52, with the words at the left.

mouse   found  
sour   shower  
crown   power

2. Dictate the words at the left and have pupils write each beside a word on their pretest list with which it rhymes.
3. Use the WSP with any words spelled incorrectly.



## Spelling Activity 9

Duplicate the following exercise or write it on the chalkboard.

1. Write the plural of each of these words:

bike   place   book   flower   snake  
window   house   moon   shadow  
school   face   lake   space   rooms

2. Write a sentence to use the plural of each underlined word.
3. Circle three other words. Write a sentence with each.

## Spelling Activity 10

1. Write the words brown and snow on the chalkboard.  
Focus attention on the ow combination, and the fact that it represents two different sounds.  
Write out and direct attention to ou as an alternative way of representing /ou/.
2. Have pupils write the list words from Activity 8 under the appropriate key word.
3. Dictate the words at the left and have pupils add each to the appropriate list.
4. Write the words on the chalkboard and have pupils check their spelling. Focus attention on the vowel combination in each word and the sound it represents.
5. Dictate the following sentences:  
Our house has a brown roof.  
The snow will blow in the window.

crow   found  
shower   how  
town   blow  
now   down  
show   sound  
mouse   throw

### Workbook Follow-up: page S9

Be sure pupils understand the directions and leave them to complete the page independently.  
Check the spelling when the work is complete.

## Spelling Activity 11

Use *Workbook*, page S10.

Have pupils study the directions. Clarify that on the column on the right they should write a word that rhymes with the answer on the left.

Have pupils complete the page independently. Check their spelling of list words and use the WSP to reteach any that are misspelled.

## Spelling Activity 12

### Assessment

five school  
dive pool  
nine room  
nice moon  
life zoo  
like too  
bike food  
my look  
by book  
why house  
try ground  
ate our  
late about  
lake flower  
snake brown  
same window  
face shadow  
place  
space  
grade

1. Dictate all the words from the unit list (given at the left). Check pupil spelling and reteach when necessary.
2. If any pupil spells a word incorrectly, have that word entered on his/her spelling list on *Workbook* page S32. Have the word restudied and, on two subsequent occasions, written to dictation in the space provided on page S32.

**Note:** *It is emphasized that the unit assessment activity should not be presented as a "test" situation. You will use the results to assess pupil learning and decide whether further study of the words is necessary. Pupils will use the results as an indication of their growing competence in spelling. However, it is extremely important that both pupils and teacher recognize the goal of the spelling program to be increased competence in writing rather than the ability to "pass the test."*

# Unit 54

## Theme: We Go Adventuring

LISTENING	SPEAKING	READING	WRITING
<p>←</p> <p>Considering ideas of peers</p> <p><b>Activity 2</b></p> <p>Listening to a poem</p> <p>←</p> <p>Listening to peer's story</p> <p>←</p> <p>Listening to take part in a dramatization</p> <p><b>Activity 8</b></p> <p>Listening to a story</p> <p>←</p> <p>Listening to evaluate a composition</p> <p><b>Activity 9</b></p> <p>Following directions</p> <p>←</p> <p>Considering ideas of peers</p>	<p>←</p> <p>Talking about a story</p> <p>→</p> <p>Discussing Unit theme</p> <p><b>Activity 4</b></p> <p>Dramatizing a story</p> <p>→</p> <p>Relating a story to Unit theme</p> <p>←</p> <p>Relating story to Unit theme</p>	<p><b>Activity 1</b></p> <p><i>Handstands</i>, pp. 50-54: Reading a story <i>Workbook Follow-up</i>, p. 23: Completing sentences</p> <p>→</p> <p>Reading a composition</p> <p><b>Activity 3</b></p> <p>Associating sound and symbol: vowel combinations ee, ea, ei, ie (review)</p> <p><b>Activity 5</b></p> <p>Following directions <i>Workbook Follow-up</i>, p. 25: Following directions</p> <p><b>Activity 7*</b></p> <p>Identifying root words from inflected forms</p> <p>→</p> <p><i>Workbook Follow-up</i>, p. 26 Following directions</p> <p><b>Activity 10</b></p> <p>Recognizing derived forms with prefix un- <i>Workbook Follow-up</i>, p. 27: Identifying words with prefix un- Closing sentences</p> <p><b>Activity 11</b></p> <p><i>Handstands</i>, pp. 55-63: Reading a story Reading a poem <i>Workbook Follow-up</i>, p. 28: Assessment—Understanding relationships—sequence</p>	<p>→</p> <p>Writing a paragraph</p> <p>→</p> <p>Writing a group composition</p> <p>→</p> <p><i>Workbook Activity</i>, p. 24: Writing a story</p> <p><b>Activity 8*</b></p> <p>Revising a composition</p> <p><b>Activity 12</b></p> <p>Writing a story</p> <p>→</p>

	<b>Activity 13</b> Elaborating sentences		Writing sentences
<b>Activity 14</b> Listening to a poem	Speaking parts of a poem as choral speaking	<b>Activity 16*</b> <i>Workbook</i> , p. 29, Part A: Using context to identify words	<b>Activity 15</b> Proofreading and revising a composition
Considering ideas of peers	Relating story to Unit theme	<b>Activity 17</b> <i>Handstands</i> , pp. 64-77: Reading a story <i>Workbook Follow-up</i> , p. 30: Completing sentences	Writing a paragraph
	<b>Activity 18*</b> <i>Workbook</i> , p. 29, Part B: Recognizing core vocabulary		
	<b>Activity 19</b> Developing vocabulary	<b>Activity 20</b> <i>Workbook</i> , p. 32: Recognizing core vocabulary Assessment	<i>Workbook Follow-up</i> , p. 31: Completing sentences

*Have you scheduled time for pupils to read alone?*

## INDEPENDENT ACTIVITIES

1. Schedule time for independent, free-choice reading.
2. If you are using the *Phonics Workbook*, assign pages as needed.
3. The people of Mols thought the small boat was a baby that would grow. Have pupils think of other commonly used articles that might have caused the same kind of confusion. (For example: measuring spoons, sports car, cabin.) Have pupils work in groups of two or three to develop a list; then have each pupil choose one thing from the list and develop a story about the experiences of the people of Mols with it.
4. After pupils have completed page 23 of the *Workbook* describing the satisfying aspects of their community, have them list ways in which they think their community might be improved.
5. After *Workbook* page 25 has been completed, pupils may enjoy making some "scowlers," and planning various ways of using both their "smilers" and "scowlers." (They can be used to make interesting mobiles, to decorate bulletin boards, and so on. If stick puppets are made, pupils can choose topics and dramatize a conversation between a "smiler" and a "scowler.")
6. After Activity 9 has been completed, pupils may enjoy playing the games in small groups.

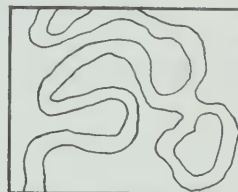


7. After completing Activity 6, some pupils may enjoy painting a mural of the story "The King Who Wanted to Reach the Moon."
8. After reading "Peter's Holiday," have pupils list the things they would do, given Peter's opportunity, and justify their choices.
9. Have pupils use each of the following words in sentences to show two different meanings:

lost    run    block    ruler    tie

10. After reading "Something Strange Is Going On," have pupils write a new ending in which Jill insists on calling the police.
11. After reading "Something Strange Is Going On," have pupils complete a paragraph beginning: "Jill is a good pet owner because \_\_\_\_\_."
12. Have pupils list all the compound words they can find in "Something Strange Is Going On."

13. On a large paper, two pupils draw an aerial view of a winding road. Along the roadside they draw all manner of characters and things (real and fantasy). They then cut out a small figure of themselves. Each in turn can move his/her figurine along the road and tell the partner of his/her adventures as he/she meets or passes the characters and objects.



14. Have pupils develop a list of adjectives to describe (i) Fletcher, (ii) Jill, (iii) Fiedler Fernbach.
15. Have pupils keep a Reading Log or record of books they have read and enjoyed. They should include authors and illustrators as well. They should be encouraged to share titles and reading suggestions with their friends.
16. Have pupils make a map of their community or build a scale model of it.
17. Encourage pupils to look through atlases and books about foreign countries. They can write about a country they would like to visit and tell why they would like to go there. Provide mimeographed outlines of the world, so that pupils can color in where their country is.
18. As you did for animals in Unit 53, have 26 boxes on which you write the alphabet. Word cards with new place names discovered by the pupils can be placed in the correct box. The pupil who knows the place should print his/her name on the reverse side. These cards can be used for alphabetizing or for vocabulary extension. Pupils can go through the cards and, if they find a name they do not know, they can ask the pupil whose name is on the reverse side.
19. Pupils can play "Travel." The first pupil says, for example, "I visited France." The second pupil must find a place that begins with the second letter of the first place – R, and say, "I visited Romania," and so on. If they are stumped, they can go to the Place Cards for help.
20. Pupils can write stories in pairs. Each pupil starts writing an adventure story. Midway in the plot the pupils in each pair exchange papers. They then read over their partner's story and complete it.
21. Pupils can write a mystery or adventure story and then tape-record it with sound effects. Have them write the story knowing they will tape it, so that they can include many possibilities for sounds (doors slamming, paper rustling, and so on).
22. Pupils can hide an object and leave a series of note-clues that will lead to the hidden object. A partner finds the object by following the clues.
23. Pupils can write secret messages in invisible ink (lemon juice) to their friends, who will have to hold the paper over a heat source (candle, light bulb) in order to read them.

## BOOKS TO READ

1. *Harriet the Spy*, Louise Fitzhugh (Harper & Row)  
Harriet, who aspires to be a writer, keeps notes on everything that happens to herself, her friends, and the people she studies on her after-school spy route.
2. *Encyclopedia Brown* series, Donald Sobol (Nelson)  
Humorous and suspenseful tales of the adventures of an astute ten-year-old boy detective.
3. *Henry Reed, Inc.*, Keith Robertson (Delacorte Press)  
A first-person account of the summer enterprises of an inventive boy and girl.
4. *Crabapple Night*, Jan Wahl (Holt Owllet)  
Three children decide to revenge themselves on Louella Fink because she will not share her crabapples.
5. *Paul, the Hero of the Fire*, Edward Ardizzone (Puffin)  
Paul helps save the circus and the children from a raging fire.
6. *Franklin Stein*, Ellen Ruskin (Atheneum)  
Franklin makes a monster out of odds and ends.
7. *Brave Janet Reachfar*, Jane Duncan (Seaway Press)  
Janet goes out on the blizzardy East Hill to rescue her collie and the sheep.
8. *The Magic Finger*, Roald Dahl (Puffin)  
The adventures of the Gregg family, who grow wings and trade homes with a family of wild ducks.
9. *The Runaway Flying Horse*, Paul J. Bonzon (Parents Magazine)  
A wooden merry-go-round horse makes his escape to learn about the life of real horses.
10. *Sheriff Sally Gopher and the Haunted House*, Robert Quackenbush (Lothrop, Lee & Shepard)  
Sheriff Gopher tries to keep the dance-hall ghost from ruining Annie Mouse's dance recital.
11. *A Bucketful of Moon*, Toby Talbot (Lothrop, Lee & Shepard)  
An old woman attempts to capture the reflection of the moon in her bucket.
12. *The Timid Dragon*, Lee Wyndham (Lothrop, Lee & Shepard)  
Janie Palmer and her brother have a most extraordinary adventure in the spooky old tower of Blodgett Castle.
13. *A Toad for Tuesday*, Russel E. Erickson (Lothrop, Lee & Shepard)  
Warton sets out one wintry day to visit Aunt Toolia and encounters danger along the way.

## Activity 1

**Handstands, pages 50-54: Reading a story – “The People of Mols”**

**Interpretation skills:** Recognizing relationships – sequence, time, space/place

Sequence. Pupils should learn to establish the order in which events occur and recognize when this order influences the outcome of the story.

Time. Pupils should learn to identify the time of stories in relation to the present – that is, differentiate between stories that are set in the past, the present, and the future. They should learn to use clues in both text and illustrations to place a story in the proper time perspective. They should also be able to establish time of day and time of year when this influences the story.

Space/place. Pupils should learn to visualize a story setting and recognize movement of story characters within a setting. It is important that they learn to interpret accurately words such as: near, in front of, beside, under, over, to the right of, that help to organize objects within the setting.

### Core Vocabulary

**Unit** – far better town first

**Review** – lived people started watched other

### Application of known phonic and structural principles

rocky corn back dock like; places;  
point sea town road blowing sail deal

### Preparation for reading

Have pupils use the Contents page to locate the story, then, from the title and illustration on the opening page, predict whether the story is realistic or make-believe.

Assign the total story for silent reading.

### Guiding the reading

Use questions such as the following to guide a discussion of the story ideas:

### Questions:

What lesson did the people of Mols learn?

What sequence or order of events taught them this?

Do you think it was a good idea for the people of Mols to go adventuring?

When do you think this story happened?

How can you tell it is not a modern story?

Where is Mols situated? What is the nearby countryside like? How does this add to the story? (Pupils might infer that the isolation of the point kept Mols cut off from the rest of the world and that the hills and valleys around it added to the interest of the journey.)

Have each pupil choose a part of the story and prepare to read it orally. After each person reads, have the group evaluate the reading, using the standard set in Activity 14 of Unit 52.

### Workbook Follow-up, page 23

Have pupils complete the sentences at the top of the page, referring as necessary for word spellings or details to the story in *Handstands*.

When the page is complete, have pupils explain their word choices in question 2 and share their paragraphs with the group.

As the paragraphs are read, have pupils judge whether they express the self-satisfaction that is typical of the people of Mols.

use Contents page

relate story to Unit theme

recognize relationships – sequence; time; space/place

read orally

evaluate oral reading

recall a story

complete sentences

develop vocabulary

write a paragraph

## Activity 2

**“There Isn’t Time” – Listening to a poem**  
**Discussing Unit theme, We Go Adventuring**  
**Writing a group composition**

Read the poem “There Isn’t Time.”

### listen to a poem

#### THERE ISN’T TIME

There isn’t time, there isn’t time  
To do the things I want to do,  
With all the mountain-tops to climb,  
And all the woods to wander through,  
And all the seas to sail upon,  
And everywhere there is to go,  
And all the people, every one  
Who lives upon the earth, to know.  
There’s only time, there’s only time  
To know a few, and do a few,  
And then sit down and make a rhyme  
About the rest I want to do.

—Eleanor Farjeon

### interpret a poem

Talk briefly with pupils about the sense of adventure and of “busy-ness” the poet conveys. Have them identify the kinds of things the poet wants to do. Ask why the poet feels so short of time.

### compare ideas in two selections

Compare the attitude of the poet with the attitude of the people of Mols. Have pupils recognize that, while the people of Mols enjoyed their adventure, they seemed to be quite satisfied with one trip to see the world; the poet, in contrast, is anxious to spend her whole life adventuring.

Talk briefly about the adventures that the people of Mols had and the adventures the poet plans. Lead them to recognize that adventures can be found in doing unusual, fantastic things or in doing ordinary, everyday things.

### develop Unit theme

On the chalkboard develop lists headed “Everyday Adventures” and “Special Adventures.” Have pupils list things they might like to do under each.

Talk briefly about what might change an ordinary event like a walk through the park into an adventure. (Encourage children to recognize the excitement of ordinary things – seeing a raccoon family playing in a tree, racing with their friends to the very top of a high hill, swimming across the pool for the first time, and so on.)

**Note:** With some groups, teachers may want to break the activity at this point and continue in a second time period.

On separate sections of the chalkboard write:

We all can have interesting adventures every day.

Sometimes we have adventures that are particularly exciting.



### plan a paragraph

Read the sentences and have pupils consider how each could be developed into a paragraph for a composition. Encourage pupils to refer to the two lists they developed, as they plan the content for each. Depending on the extent to which the lists are used, either check off the ideas that are to be developed or jot down notes on the chalkboard.

### dictate a composition

Guide pupils in planning the sequence in which ideas will be recorded. Have pupils dictate sentences to compose the two paragraphs.

### read a composition aloud

Read the completed composition. Remind pupils that a paragraph contains ideas centred on a single topic. Have them note how the topic sentences helped them to group their ideas.

Have one or two pupils read the compositions aloud.

## Activity 3

### Associating sound and symbol – vowel combinations ee, ea, ei, ie (review)

#### associate sound and symbol – /ē/, ee

1. Have pupils read the words listed below, circle the vowel combination in each, and recall the generalization that the ee usually represents /ē/.

sleep	feed	teeth	sweep	steel
sheet	meet	squeeze	speech	steep

#### associate sound and symbol – /ē/, ea

2. Repeat the procedure for the vowel combination ea using the words below:

meat	reach	steal	leaves	clear
peach	please	peak	cheat	speak
dream	treat	heap	clean	wheat

#### note exceptions to vowel generalizations

3. Point out that while ea usually stands for /ē/, there are many exceptions, and the reader will often have to depend on context and initial letters to determine the pronunciation of words with ea. Read the list below to the pupils to emphasize the variable sounds represented by ea.

<u>heart</u>	<u>break</u>	<u>bear</u>	<u>peach</u>	<u>leather</u>
<u>treasure</u>	<u>earth</u>	<u>heard</u>	<u>jealous</u>	<u>deaf</u>

#### associate sound and symbol – /ē/, ie

4. Repeat Procedure 1 for the vowel combination ie, using the words below:

<u>thief</u>	<u>field</u>	<u>piece</u>	<u>fierce</u>
<u>niece</u>	<u>believe</u>	<u>fiend</u>	<u>chief</u>

#### note exceptions

5. Use the following words to point out exceptions:

<u>friend</u>	<u>sieve</u>	<u>pie</u>	<u>mischief</u>
---------------	--------------	------------	-----------------

#### associate sound and symbol – /ā/, ei

6. Repeat Procedure 1 to have pupils generalize that the vowel combination ei usually stands for /ā/.

<u>weigh</u>	<u>sleigh</u>	<u>neighbor</u>
<u>eight</u>	<u>reins</u>	<u>weight</u>

**note exceptions**

7. Use the following words to point out exceptions:

ceiling

either

receive

height

**apply knowledge of  
vowel combinations**

8. Have pupils read the following sentences:

Eight sheep in the field saw the eagle fly off.

The chief of the tribe heard the thief who tried to steal their reindeer.

Please weigh the peaches.

She carried the heavy easel up the steep hill.

### **Workbook Activity, page 24: Writing a story**

**interpret pictures**

Have pupils recall the workbook exercise in which Zena solved the problem of getting the giraffe under the bridge. Have them (i) study the introduction to page 24 to discover the nature of Zena's new problem; (ii) study the pictures to discover how she solved it; (iii) write a text that tells the story to accompany the pictures.

**write a story**

## **Activity 4**

### **Dramatizing a story situation**

**note characteristics  
of story characters**

Have pupils recall the story of "The People of Mols" and decide how they should act if they were to dramatize the story. They should note such things as (i) the people's reluctance to try anything new; (ii) the limited background that means the people are unfamiliar with most things they see; (iii) the mayor's determination to improve their lot, and so on.

Talk briefly about how they could show this through movements as well as through words.

**plan a dramatization**

On the chalkboard list the major scenes that might be dramatized.

If the group is small, let all pupils be "people of Mols" but name one pupil who will drop out, if necessary, at each stop to play the role of the grower of corn, the maker of boats, and so on. Name one pupil to be the mayor. Have them act out the story, developing dialogue as they do so.

**dramatize a story**

**evaluate a  
dramatization**

Guide an evaluation of the dramatization, using such questions as:

#### **Questions:**

Did the conversations sound as you expected the people of Mols to sound?

Did you keep the conversation going without interrupting each other?

Would someone watching your play get a clear picture of what the people of Mols were like?

Did you include the important ideas of the story?

**plan and carry out a  
dramatization**

**Experience extension:** Have pupils list major landmarks or activities in their own community that would impress the people of Mols. Have them organize the sequence of a tour and appoint a tour conductor to show the people of Mols around, then dramatize the tour.

# Activity 5

## Following directions

### “Giant Steps and Baby Steps”: Reading to follow directions for a game

**Note:** Pupil directions have been included on most **Workbook** pages to give pupils some experience in reading and following directions. It is important that pupils follow these carefully, noting such words as circle, underline, and so on. (While it makes little difference in an exercise whether a word is circled or underlined, pupils should develop a habit of accuracy in following directions.)

note key words in directions

1. With pupils, study the directions for the first several *Workbook* pages. Have them circle key words in the directions.
2. Duplicate the directions for the game “Giant Steps and Baby Steps.”

#### GIANT STEPS AND BABY STEPS

Number of players: It is best to have at least five or six. Choose a leader.

The leader stands on a line facing the players. The players stand on another line 10 to 25 metres in front of the leader. The players must move forward to the leader's line. The first one to cross it is the winner and is the new leader.

The leader tells each player, in turn, how many steps to take (never more than five) and how big the steps can be. There are three kinds of steps: baby steps that are about the length of the player's foot; regular steps; and giant steps that are as long as the player can make them.

The leader may say, for example, “Jack, you may take one regular step, three baby steps, and two giant steps.”

Then Jack must say, “May I?” and the leader must answer, “Yes, you may” before the player moves.

A player who forgets to say “May I?” or who moves before the leader's answer, must go back to the starting line.

All the players watch to see that the leader's instructions are carried out. They check the size of the steps, the number, and the order in which they are taken. A player who makes a mistake has to go back to the starting line.

read directions

3. Have pupils read the directions silently.

recognize key features of directions

#### Questions:

- What are the important directions for the leader in the game?
- What are the important directions for the players?
- What must a player remember about the leader's instructions?
- What mistakes might a player catch another player making?
- What is the penalty for making a mistake?
- Tell, in order, what happens in a game of giant steps and baby steps.
- What would you have to remember if you were organizing the game?

Have pupils underline key words in the directions. Discuss why they were important.  
Have pupils note that they have underlined almost the complete text. Point out that directions usually give key ideas, and that a reader usually has to read them all very carefully.

**Experience extension:** Have pupils play the game according to the directions.

### **Workbook Follow-up, page 25: Reading and following directions**

Provide the necessary supplies, in such a way (if possible) that pupils must decide individually what they need and then gather their materials.

**read directions**

Instruct pupils to read the directions they are given on page 25 and carry them out.

**follow directions**

Plan an opportunity for them to share their finished work.

**Note:** *Be sure to allow adequate time for this activity. Pupils will lose their enthusiasm if they have to interrupt their work before it is completed.*

## **Activity 6**

### **“The King Who Wanted to Reach the Moon”: Listening to a story**

Have pupils recall the story “The People of Mols” and give a word that best describes how the people feel about their community of Mols and their way of life. (satisfied, content, pleased)

**attend to a story**

Tell pupils to listen to a story about a king who felt differently.  
Read “The King Who Wanted to Reach the Moon.”

#### **THE KING WHO WANTED TO REACH THE MOON**

There was once a king who had everything he could possibly want. Still he was not satisfied. If only he could prove that he was more important than all the other kings in the world. He thought and he thought, and at last he decided upon a plan. He would climb up and touch the moon. That would prove that he was the greatest king in all the world.

So he sent for the Royal Carpenter. “You must build me a tower that will reach to the moon.”

“Anything your majesty desires,” said the Royal Carpenter, bowing low. He backed out of the king’s room, and scurried to his workshop.

“Quick! You must build a tower to reach the sky!” he said to his helpers. “The king demands it.”

“What shall we build it with?” asked the Second Carpenter.

“Wood, nitwit!” yelled the Royal Carpenter. “If the king had wanted it of stone, he would have called for the Royal Mason. Quick! Quick!”

The carpenters ran hither and thither, collecting all the logs and planks and timber they could find, while the Royal Carpenter sat up night after night designing the tower. But no matter how much he drew, and planned, and calculated, he couldn’t make a tower that would reach to the sky.

As the days passed and no tower appeared on the palace lawn, the king became angrier and angrier. At last he sent for the Royal Carpenter.



"Where is my tower?" he screamed. "If it is not built by tomorrow morning, I shall chop off your head."

The Carpenter turned white, and hurried back to his workshop. He crouched over his desk, looking at his useless plans. Suddenly he felt something pluck at his sleeve. He looked up, and there stood the youngest apprentice, a lad of eleven.

"Please, your honor, how about piling up boxes? My baby brother builds towers with his blocks like that," said the apprentice.

"Brilliant!" cried the Carpenter, and he sent out an order for everyone in the land to bring in all the boxes they had. Soon the palace yard was piled with boxes – apple crates, shoe boxes, egg cartons, medicine boxes.

All through the night the Royal Carpenter and his men worked, stacking the boxes one on top of the other, and in the morning, when the king stuck his head out his window, the first thing he saw was a great tower rearing up into the sky.

Still in his dressing-gown, the king rushed downstairs, his slippers flip-flapping. He shaded his eyes and gazed up to where the tip of the tower disappeared behind some clouds.

"Excellent, excellent," he exclaimed. "I shall go up at once."

"But sire, don't you think it looks a little shaky?" said the Royal Carpenter. "Perhaps I should go up first, to see if it is safe."

"You forget yourself, Carpenter," said the king. "No one shall touch the moon but me. Out of my way." He shoved the Carpenter aside and began to climb.

Up and up he went, till at last he stood, swaying, on the very topmost box. He reached out his fingers, but the moon was just a fraction away. "I need one more box!" he called down.

The Royal Carpenter stared in dismay. There was not a single box left anywhere in the kingdom. "There are no more boxes, your majesty," he called up.

"Nonsense!" yelled the king. "Take the bottom box and send that young apprentice up here with it!"

"The – the – bottom box, your majesty?" stammered the Carpenter.

"You heard me!" bellowed the king.

So the Carpenter pulled out the bottom box. Down came the tower. Down came the king. Somewhere, among all those millions of boxes, is the king – but nobody has found him yet.

#### Questions:

What word best describes the king?

Think about the Royal Carpenter's problem. Then tell in order what happened as it developed, and as it was solved. (Note the developments in point form on the chalkboard.)

What finally solved the problem once and for all?

Do you think the king had really been close to the moon?

How was the king different from the mayor of Mols?

recognize sequence

recognize  
relationships –  
space

compare ideas from  
two selections

use context to find  
word meanings

relate story ideas to  
Unit theme

Reread the three sentences in which words have been underlined, and have pupils use context to find the meaning of each word.

Ask: The king was looking for a very special adventure. Do you think he made a good choice?

**Experience extension:** Read "The Emperor's New Clothes" and have pupils compare the king and the emperor.

## Activity 7

### Identifying root words from inflected forms -s, -ed, -ing, -es

identify root words  
from inflected forms

1. Write on the chalkboard:

opens	starts	colors	watches
opened	started	colored	watched
opening	starting	coloring	watching

Have pupils circle the endings in each group and identify the root, then read the words.

Remind them that in reading such words it is necessary to recognize the root and add the ending.

2. Repeat the procedure with towns, boxes, changes, winds, lunches.

identify inflected  
forms of words  
when roots  
unknown

3. Tell pupils that, when they are reading, they may encounter words in which the roots are unknown. Outline a procedure to be used:

- (i) remove the ending;
- (ii) use phonics and context cues to identify the root;
- (iii) add the ending;
- (iv) check the word in context.

4. Have pupils read the following sentences and identify the underlined words. Have pupils explain how they identified the underlined word.

The panther was stalking a deer.

He was boasting about the prizes he had won.

She was shortening the sleeves of her coat.

She followed the trails among the bushes.

He destroyed the models of the ships.

## Activity 8\*

### Revising a composition

evaluate a  
paragraph

Have pupils reread the two paragraphs developed in Activity 2.

Have them underline the opening sentence in each paragraph and check to see if the other sentences all help to develop that idea.

revise a group  
composition

Depending on the composition, direct attention to the use of, or guide pupils in improving:

- (i) varied sentence beginnings
- (ii) interesting choice of verbs
- (iii) precise adjectives

Have individual sentences or phrases revised on the basis of the discussion.

Have pupils listen critically as you read the revised composition, and comment on the improvements made.

Have one pupil copy the revised composition for the group's permanent record. (See note, Unit 52, Activity 7)

# Activity 9

## “Gossip” and “I Took a Trip”: Listening to follow directions for a game

### note how to listen to directions

Ask pupils to identify things that are important when they listen to directions. (They should be able to base their comments on in-school experiences but may also refer to experiences in which they asked for directions to find a place, or were told how to do something by parents or friends.) Expect them to mention such things as:

- listen to all the directions;
- make sure you understand them;
- remember them in the right order.

Tell pupils you are going to give them directions for a game, that they are to listen to the complete directions and then carry them out.

**Note:** For the first game, have the following sentences prepared on cards:

Card 1: Once I saw a man out walking two big black dogs.

Card 2: On Saturday morning my family is going to have chocolate cake and marshmallows for breakfast.

(If further sentences are needed, they should have at least ten words.)

### listen to and follow directions

Give the directions for playing “Gossip” and then hand one player a card with a sentence on it.

## GOSSIP

The players stand in a circle. The leader is given a card with a sentence on it. The leader reads the sentence silently, being careful that no one else sees it, then whispers the sentence to the person to the right. That person whispers it to the next person, and so on around the circle. The last player says out loud what he or she has heard. Then the leader reads what was on the card.

Have pupils compare the leader’s sentence with the final sentence and try to trace the source of the changes.

If difficulties were encountered in following the procedures of the game, discuss the reasons for this and clarify the steps. Emphasize the importance of noting all the details when listening to directions.

Repeat the play with the second sentence.

Tell pupils you are going to give them directions for another game called “I Took a Trip.” Tell them to listen carefully to the instructions and then carry them out.

## I TOOK A TRIP

The players stand in a circle, and the leader says, “I took a trip to the city and bought an umbrella.” The next player repeats what the leader said and adds another object. (For example, “I took a trip to the city and bought an umbrella and a tricycle.”) The next player repeats what has been said and adds something new. (For example, “I took a trip to the city and bought an umbrella and a tricycle and a raincoat.”) This continues around the circle, with

each player adding something new. Any player who leaves out an item or gets the order wrong is out and must sit cross-legged in the circle while the game continues. The player who stays in the game longest is the winner and starts the next game.

**Note:** *This game can be complicated if you change the instructions so that the first player names an object, the next adds an adjective to describe that object, the next adds an object, the next an adjective for the second object and so on. (I went to the city and bought an umbrella; . . . a green umbrella; . . . a green umbrella and a tricycle; . . . a green umbrella and a broken tricycle; . . . a green umbrella and a broken tricycle and a raincoat; and so on.)*

Offer a brief reminder of the importance of noting detail and sequence when listening to directions.

### Workbook Follow-up, page 26: Reading and following directions

Have pupils read and follow the directions given.

## Activity 10

### Recognizing derived forms with prefix un-

read and follow directions

recognize meaning of prefix un-

understand term "prefix un-"

identify meanings of derived forms of words with prefix un-

- Write the following pairs of sentences:

Paul was not lucky.

Paul was unlucky.

Kate was not kind.

Kate was unkind.

Have pupils read the sentences and note that the sentences in each pair have the same meaning.

Have them identify the root word and the prefix un- in unkind and unlucky. Have them note the meaning of un.

- Introduce the term prefix: a syllable added to the beginning of a word, whose meaning is added to that of the root word.

- Have pupils underline the prefix in each of the following words, and state the meaning of the word:

unhappy

unable

unhealthy

unseen

unbroken

uncertain

unknown

unsafe

unequal

uneven

unpleasant

unselfish

unfair

unfit

unreal

unsure

- Have pupils read the following words and note that the prefix un- sometimes means "the opposite of."

untied

unfold

unpack

uncover

unlock

unload

unroll

unpaid

- Have pupils read the following sentences and give the meaning of each underlined word:

(i) The unfriendly cat uncurled itself and stretched.

(ii) I was unable to unsaddle the horse.

(iii) He felt unwelcome in the unfamiliar house.

(iv) Unbutton your coat.



**Workbook Follow-up, page 27: Identifying words  
Closing sentences**

identify words with  
prefix un-

use words with  
prefix un-

Have pupils underline the prefix in each of the listed words and identify the word, then complete the sentences, using words from the list.

When the work has been completed, have the word list and the sentences read aloud.

## Activity 11

**Handstands, pages 55-62: Reading a story – “Peter’s Holiday”  
Reading a poem – “The Moon”**

**Interpretation skills:** Recognizing relationships – sequence, time,  
space/place

### Core Vocabulary

**Unit** – different first

**Review** – while never really lived

### Application of known phonic and structural principles

chance city notice ice  
stopped pinned sitting letting humming hurried

### Preparation for reading

Have pupils use the Contents page to locate the story, and read the first paragraph on page 55. Ask them if the story is realistic or make-believe and when it takes place. When it is established that the story takes place in the future (some of your pupils may refer to it as science fiction), have pupils predict the nature of Peter’s holiday. Assign the story for silent reading.

### Guiding the reading

Use questions such as the following to guide pupils’ consideration of the story ideas:

### Questions:

How did the other children feel about Peter’s holiday? What did they expect he would do all summer?

What was Peter’s first feeling when he saw his friends off? Then what did he notice?

What made Peter think that he had something just as interesting as the moon to explore?

Give, in order, the exciting things he did.

Do you think any of these things could really happen, even hundreds of years from now?

How far did Peter travel during his holiday?

How do you know that he really had a good time all by himself?

Continue:

The author of the story never really says that it is taking place some time in the future, but she keeps mentioning things that remind you. In the first paragraph she mentions that going to the beach or to the mountains is outdated and that now everyone goes to the moon.

use Contents page

recognize  
relationships – time

recognize  
relationships –  
space

recognize  
relationships –  
sequence

make inferences

recognize  
relationships – time

relate story to Unit theme

What other things in the story tell you when it takes place?  
How did the illustrations help to set the time?  
If you had Peter's opportunity to go adventuring, what would you choose to do?

interpret a poem

Have pupils read "The Moon" silently, then discuss briefly the ideas presented. Encourage them to compare the poet's picture of the moon with what they know about it.

read orally

Have several pupils read the poem orally.

### Workbook Activity, page 28: Recognizing sequence

note sequence

Have pupils read each of the groups of sentences and recall the story to which they refer; then have pupils think of the sequence in which the events occurred and indicate it by writing the **words**, one, two, three, four on the appropriate lines.

recall stories

recognize core vocabulary

When the work is complete, have pupils, in pairs, read the sentences to each other in the numbered order. If pupils disagree on the sequence, suggest that they check the story in the reader.

Provide additional exercises of this kind for pupils who had difficulty.

## Activity 12

### Writing a story

Talk briefly with pupils about having adventures, relating the talk to ideas developed in earlier activities of the unit.

plan a story

On the chalkboard develop a chart about possible adventures, similar to the following:

<u>Who</u>	<u>Where</u>	<u>What kind</u>
by yourself	around here	real
with your family	in another town	make-believe
with your friends	far, far, away	
with the class		
with a neighbor		

Suggest that each pupil plan an adventure to write about by deciding who will have it, where it will take place, and whether it will be realistic or make-believe.

Divide the group into pairs and have pupils discuss *briefly* what their stories will be about. Encourage them to raise questions with their partners, as this will help to clarify the story line.

write a story

Have pupils write their stories and then share them with their partners. Encourage them to note how the story has been refined and perhaps changed as it was written.

share a story

# Activity 13

## Elaborating sentences

### elaborate sentences orally

Say the sentence: Look at the puppy.

Say: Add two adjectives – words to describe the puppy – to the sentence.  
(Look at the little black puppy.)

Say: Add a word that tells what the puppy is doing.  
(Look at the little black puppy running.)

Say: Add a phrase to tell where it is (running).  
(Look at the little black puppy running around the shrub.)

Say: Add a part to the sentence to tell why it is (running around the shrub).  
(Look at the little black puppy running around the shrub trying to catch a bird.)

Repeat the pattern with the sentence: Look at the monkey.

### elaborate sentences in writing

Repeat the procedure with the following sentence, but this time have the pupils write their responses individually: Look at the robin.

Have pupils share their completed sentences.

Have pupils again record individual responses using the sentence: Look at the lion.

Develop a composite sentence on the chalkboard by having different pupils contribute their extensions. Note that you will probably develop a contradictory sentence. For example:

Look at the (sleepy old) lion (racing) in a tree guarding her cubs.

### recognize need for consistency of idea in a sentence

Have pupils note that the sentence does not make sense. By having each pupil read his/her whole sentence, lead the group to recognize that, as a speaker or writer extends a sentence, he/she must consider all that has already been said. For example:

Look at the sleepy old lion yawning in the cage, trying to fall asleep.

Look at the hungry young lion racing through the grass to catch an antelope.

Look at the fierce old lion crouching in a tree waiting for his prey.

Look at the proud mother lion lying in the sun guarding her cubs.

List on the chalkboard:

1. two adjectives
2. doing what
3. when
4. why

Using the chalkboard list as a guide, have pupils elaborate the following sentences in their notebooks:

Look at the elephant.

Look at the bus.

*Have you had fun with the children today?*

# Activity 14

## “Clicketty-Clack”: Listening to a poem Forming sensory impressions

### attend to a poem

Tell pupils to listen as you read a poem about a mystery adventure. Read “Clicketty-Clack.”

### CLICKETTY-CLACK

Hoppitty, skippitty,  
Skippitty, hop.

Way down my garden, with never a stop,  
A little brown grasshopper flickered along,  
And his little brown legs made a clicketty song.

Skippitty, hoppitty,  
Hoppitty, skip.

Brown as a twig, and as dry as a chip.  
And this is the queer little clicketty song  
That the grasshopper made as he flickered along.

“Clicketty, clacketty,  
Clacketty, click.

I haven’t much time, so I’ll have to be quick.

Clacketty, clicketty,

Clicketty, clack,

As soon as I’m there, well, I’ll have to come back.”

Way down the garden,  
And over the gate.  
(He had to be quick, or he might have been late.)  
I listened all day for his clicketty-clack,  
I waited all day, but he never came back.

Was he a grasshopper?  
Was he an elf?  
That’s what I’m asking and asking myself.  
Was he an elf who went skipping along,  
Singing his queer little clicketty song?

“Clicketty, clacketty,  
Clacketty, click.

I haven’t much time, so I’ll have to be quick.

Clacketty, clicketty,

Clicketty, clack.

As soon as I’m there, well, I’ll have to come back.”

—Lydia Pender

### form sensory impressions

Say: Now that you know who the adventurer is, listen to the poem again  
and try to see him and hear him.  
Reread the poem.



interpret ■ poem

relate ■ poem to  
Unit theme

form sensory  
impressions

participate in choral  
speaking of a poem

check use of  
conventions of  
writing

recognize  
interesting titles and  
opening sentences

identify elements of  
a story

### Questions:

Why did I say the poem was about a mystery adventure?  
What made the poet think the grasshopper was on his way to something exciting?  
What adventures do you think he had?  
What do you think attracted the poet's attention to the grasshopper?  
Have you heard this sound?  
What did the grasshopper look like?  
How did the poet's way of writing help you to picture the grasshopper's way of moving?  
How can the way the poem is read help you to hear the grasshopper?

Have pupils practise saying the underlined lines to develop the precise enunciation required in this poem. Then reread the whole poem, having pupils join in on the underlined lines.

## Activity 15

### Proofreading and revising a composition

**Note:** Pupils should be given clear guidance in specific things to check in proofreading and revising activities. While they should have developed the habit of "reading over" and checking in a general way everything they write, the greatest improvement results from directed proofreading and revising that focusses attention on key aspects of the writing.

Use the stories written in Activity 12.  
Have pupils check their use of capital letters, periods, and quotation marks.

Observe that when pupils are looking for a book to read, you notice that they pick up many books and put them down without reading them. Ask why they decide to discard some books and what leads them to keep and read others. Point out that it is often the title and the opening of a story that helps a reader to decide whether to read on.

Have pupils read aloud the title and opening sentence of the stories written in Activity 12. Have them choose two or three of the ones they consider best and record them on the chalkboard. Talk about what makes story openings interesting.

Tell pupils that a story should tell (i) who or what the story is going to be about; (ii) what happened; (iii) how it ended.

Have pupils exchange stories with their writing partners (the same partner as in Activity 12) and check to see if the stories are complete, that is, that they have "a beginning, a middle, and an end."

Encourage pupils to point out to the writer any gaps that make the story hard to follow. (It is a good technique to have pupils read the stories aloud to each other. Gaps in story development or awkward sentences are much more apparent as the writer listens.)

### revise a story

As pupils work with their partners, identify a composition that you feel is well organized and has a clear beginning, middle, and end. Read it to the group, commenting on these features.

Have pupils reconsider their own stories, thinking about the aspects discussed with the group; have them rewrite or modify sentences where necessary. Encourage them to discuss the revised work with their writing partner.

## Activity 16\*

### Using context to identify unknown words

#### **Workbook Activity, page 29, Part A: Using context to identify unknown words**

**Note:** *Pupils refine their ability to use context to develop more specific meanings as they are directed in working with unfamiliar words that they meet in their regular reading activities. It is important that, on a regular basis, they identify words they don't clearly understand as they read silently, and that they then work with you and the group to try to find and organize cues the author has provided.*

In this activity, use the paragraph in Part A of *Workbook*, page 29, following the pattern outlined below:

### use context to define words

### identify cues that contribute to word meaning

1. Pupils study the paragraph silently and then try to define the underlined word.
2. Pupils indicate the cues they used, and the teacher directs attention to any they have missed. All cues should be underlined or circled.
3. Pupils and teacher discuss how the various cues contribute to the development of the word meaning.
4. If pupils are unable to define a word, the teacher uses questions to focus attention on cues.
5. Pupils apply knowledge of phonics and word structure to attempt a pronunciation of the word.
6. If pupils already know the word meaning, have them indicate cues that would help a less able reader.

Use this same pattern in regular reading activities.

*Has there been laughter in your classroom today?*

# Activity 17

**Handstands, pages 64-77: Reading a story – “Something Strange Is Going On”**

**Interpretation skills: Recognizing relationships – sequence, time, cause-effect**

## Core Words

**Unit** – far search cry pay

**Review** – never started opened right kind before

## Application of known phonic and structural principles

relief Fiedler friend; please search earned early;  
teeth agree asleep; weird;  
except decided nice place braces police since;  
cute huge; out/side some/thing some/body  
no/body any/body every/body any/thing night/time after/noon

## Preparation for reading

Have pupils locate the title on the Contents page and predict what strange events the story might be concerned with.

Have them read pages 64 and 65 and refine their predictions.

Talk about the pictures on pages 64 and 65, having pupils note (i) the artist's use of labels on the drawings; (ii) the girls' characters as depicted by the artist; (iii) how the drawing of Fletcher supports the text.

## Guiding the reading

**Ask:** Why are the girls convinced that something strange is going on?  
Do you agree?

Have pupils read page 66 and outline the sequence of events that leads to the girls taking action.

**Ask:** Why do the girls decide to start a house-to-house search?  
(Be sure pupils consider how long Fletcher has been missing.)

Have the pupils complete the story independently.

When pupils have finished reading, discuss the ideas :

## Questions:

What led the girls to suspect Fiedler Fernbach?

What were their next steps?

Why do you think Jill's mother agreed to go with them?

How did they get into the studio?

Why had Fiedler Fernbach taken Fletcher? (Find several reasons.)

Why did he agree to pay for using Fletcher in the commercial?

Why do you think Jill and her mother agreed?

Who do you think came to Fletcher's party? What do you think the party was like?

How do you think Gwen and Jill feel about their adventure? (What part was most exciting? Was it a worrying adventure? Did they enjoy it?)

What do you suppose Fletcher thought of *his* adventure?

use Contents page  
and story title

interpret  
illustrations

recognize  
relationships –  
cause-effect;  
sequence; time

relate the story to  
Unit theme

**read orally to  
portray character**

Talk with pupils about Jill, Gwen, and Fiedler Fernbach, bringing out the kind of people they were and how they probably talked and acted. Then have each pupil choose a section of the story and prepare to read it orally to the group. Stress that pupils should keep in mind the main characters in the story as they read. Point out the author's use of exclamation marks and recall their meaning.

**Workbook Follow-up, page 30: Completing sentences  
Writing a paragraph**

**recall story detail**

Have pupils recall "Something Strange Is Going On," then read each sentence opening and draw a line to the correct ending.

**recognize  
cause-effect**

Have pupils complete the paragraph, telling about the case the girls solved.

**write a paragraph**

**Experience extensions**

1. Pupils will enjoy reading the original book *Something Queer Is Going On* from which this story is taken. Published by Delacorte Press, the original book has a slightly longer text and many more illustrations than were included in the reader.
2. Have pupils list on the chalkboard key words from the reader story and dramatize them.

## Activity 18\*

**Recognizing core vocabulary**

**Workbook Activity, page 29, Part B: Recognizing core vocabulary**

**recognize core  
vocabulary**

Several of the core words for this unit should be very familiar to pupils and can be associated with other words to extend sight vocabulary. Write the following on the chalkboard as key words and have them identified:

town far cry pay

**use consonant  
substitution to  
identify words**

List the following under the key words and have them identified:

down, clown, frown, gown;  
car, bar, star, jar;  
my, fly, try, shy;  
may, way, say, day, tray.

**recognize core  
vocabulary**

Have pupils read silently the paragraph on *Workbook* page 29, Part B. Have them name each underlined word. Have the paragraph read aloud.

Reuse *Workbook*, page 28. Have pupils circle the following words as you name them:

Section 1: far, first, watched, home

Section 2: people, thought, grow

Section 3: know, first, nothing, better, home, thought, while

*Have you read to your pupils today?*



# Activity 19

## Developing vocabulary – recognizing shades of meaning

### give synonyms

1. Review the term synonym. Have pupils give a synonym for each of the following words:  
timid   leap   glitter   solemn   stumble  
(Since all the words may not be familiar to all of the pupils, this provides an opportunity to extend vocabulary.)
2. Write the following sentences on the chalkboard:  
The pony was fat and lazy and hated to move.  
The plump little mouse curled up under the hollyhocks and had a nap.  
The chubby boy could hardly finish the race.  
The roly-poly bear cub played tag with a butterfly.

### identify synonyms

### note shades of meaning

Have pupils find a word in each sentence that has a synonym in the other three sentences. Underline the four words. (fat; plump; chubby; roly-poly)

Ask: Do the words mean exactly the same? Do they give you the same feeling?  
Which two words seem cheerful and pleasant? (chubby, roly-poly)

Help pupils to see that each word has a slightly different meaning, although they have the same general meaning. Name the following things and have pupils tell which of the four words they might use to describe it:

a huge grizzly bear; a baby; a puppy; an overweight man; a clown;  
a raccoon; a baby elephant; a giant; a gnome.

3. Tell pupils that sometimes one word can have many shades of meaning, depending on how it is used. Have each pupil think of four things that are red. Then, as pupils name them, write them in scatter formation on the chalkboard. If necessary, to encourage naming of a wide range of things, make some suggestions yourself. Contributions might include such things as:  
apple, sunset, stop sign, car, book cover, hair, beets, woodpecker's head, radish, plum, ink, blood, pencil, cherry, strawberry, and so on.

Have pupils look at the list.

Ask: Does red always mean the same thing?  
How can you tell what it means?

(Pupils should recognize that they use their background of experience to help them to visualize the meaning of red in each context.)

4. Write the following sentences on the chalkboard:  
First the older children raced, and then it was our turn.  
The dog raced down the street.  
I raced through my work and so had a lot of mistakes.  
Have pupils study the sentences and recognize that, in each, the word raced has the general meaning of "hurry" but the specific meanings vary.

5. Repeat Procedure 4 with the sentences below:

Do you want to join our team?

They watched the workers join the cars of the train.

At the point where the streams join, there is a pool for swimming.

### Workbook Follow-up, page 31: Completing sentences

develop vocabulary

Have pupils note the key word at the beginning of each section and then complete the sentences.

recognize shades of meaning

Discuss the completed exercise with the group to bring out the shades of meaning of the key words.

Stress the role of personal experience in clarifying the word meanings.

## Activity 20

### Workbook, page 32: Assessment – Recognizing core vocabulary, Units 52-54

Give pupils adequate time to read all the sentences on page 32 silently. Some pupils may still need a marker.

In each sentence have pupils underline one word and circle another.

Allow adequate time for this, but remember that core vocabulary should be recognized quickly.

recognize core vocabulary

<u>Sentence</u>	<u>Underline</u>	<u>Circle</u>
1	wind	through
2	different	knew
3	am	watch
4	start	search
5	first	nothing
6	please	better
7	hear	really
8	never	far
9	more	carry
10	while	pay

Name the following words and have pupils put an X on them. They should not mark words that are already underlined or circled.

carry   people   before   right  
different   cry   town   or   more

Have pupils independently complete the exercise at the bottom of the page by choosing a word from those at the bottom of the page to write in the sentence blanks.

**Note:** If any pupils have difficulty recognizing the words of the core vocabulary, prepare paragraphs similar to the one at the bottom of **Workbook**, page 29 and use them in frequent short exercises to focus attention on the core vocabulary. Focus attention on core words during workbook exercises, reading of group compositions, and while reading reader stories.

## Checking achievement

### Do pupils

- associate appropriate sounds with vowel combinations ee, ea, ei, ie and apply this knowledge in reading?
- use context cues independently?
- identify the sequence of events as they read or listen?
- identify the time setting of a story?
- follow directions accurately when listening or reading?
- proofread and revise individual writing?
- enjoy taking part in dramatizations of story or original situations?
- appear to be increasing their vocabulary and their ability to use words precisely?
- elaborate sentences to express a number of ideas?
- read orally to communicate the author's intended meaning?

# Spelling

## Unit Words

tree	each	boy	asked
week	real	people	looked
feed	read	gets	landed
feet	eat	gives	wanted
sleep	teach	lives	called
wheel	teacher	likes	fishing

tree each  
week real  
feed read  
feet eat  
sleep teach  
wheel teacher

## Spelling Activity 1

1. Use the pretest procedure outlined in Spelling Activity 1, Unit 52, with the words to the left.
2. Use the WSP with words misspelled on the pretest.
3. Have the pupils write a sentence with each of sleep, each, wheel.

free deep  
see keep  
bee weep  
peek feel  
seed reach  
need peach  
meet seal  
meal  
neat  
seat

## Spelling Activity 2

1. Use tree and each to focus pupil attention on the two ways of representing /ē/ in the list words.
2. To extend the spelling list, dictate the words at the left.
3. Write the words on the chalkboard and have pupils check their work. Point out that a writer must remember when to use ee and when to use ea, because there are no rules to help.

### Workbook Follow-up: page S11

Help pupils to read the directions and then have them complete the work independently.

Write the words on the chalkboard so that pupils can check their completed work.

## Spelling Activity 3

Have each pupil choose six words from those dictated in Activity 2 and write a sentence using each.

Have them proofread each sentence to check their spelling of all words and then exchange their work with a classmate so they can proofread each other's work.

## Spelling Activity 4

Use *Workbook*, page S12.

The exercise on page S12 reviews a number of the words from Units 52-54. *Briefly* comment on the directions and have the page completed independently.

When the work is completed, correct the answers with the group, writing the words on the chalkboard and having the pupils check their spelling of each.

## Spelling Activity 5

boy	ask
people	look
give	land
live	want
get	call
like	fish

1. Use the pretest procedure outlined in Activity 1, Unit 52, with the words at the left.
2. Use the WSP with any words that are misspelled. (People is a word some children may not know. Direct attention to eo to represent /ē/ and the le ending.)
3. Point out that a writer often has to add an ending to some of the words on the list. On the chalkboard write -s, -ed, -ing. Then have a pupil write asks, asked, asking.

gives	landed
lives	wanted
gets	called
likes	landing
asked	wanting
looked	fishing

4. Dictate the words at the left. Check the spelling and review the use of inflectional endings as needed.

### Workbook Follow-up: page S13

Have pupils complete the page independently and ask a classmate to proofread the work before it is finally checked.



## Spelling Activity 6

Use *Workbook*, page S14

- |         |          |   |
|---------|----------|---|
| wheels  | snakes   | ← |
| boys    | teachers |   |
| watches | faces    |   |
| trees   | flowers  |   |
| boxes   | rooms    |   |
| weeks   | shadows  |   |
1. Using the words top and lunch, have pupils recall the spelling of the plural endings -s and -es. Dictate the words at the left.
  2. Review briefly the spelling of words with the -s, -ed, and -ing endings. Write the words help and walk on the chalkboard and have pupils add the endings.
  3. Have page S14 of the *Workbook* completed independently. Remind pupils to proofread both the spelling of the root word and the root word with the ending.
  4. Check the spelling and have pupils restudy any words misspelled.

## Spelling Activity 7

Use *Workbook*, page S15.

1. Clarify the directions for pupils. Tell them they should be able to write each of the words without checking the spelling with the list words. If there are any words they are not sure about, they should check the spelling before writing them – but they should mark these words with a red dot and restudy them when the page has been completed.
2. Instruct pupils to proofread their work and then check the spelling. Note (i) any misspelled words and (ii) any words marked with a red dot and use them in a follow-up dictation. Reteach as necessary.

## Spelling Activity 8

### Assessment

- |         |         |   |
|---------|---------|---|
| tree    | boy     | ← |
| week    | people  |   |
| feed    | gets    |   |
| feet    | gives   |   |
| sleep   | lives   |   |
| wheel   | likes   |   |
| each    | asked   |   |
| real    | looked  |   |
| read    | landed  |   |
| eat     | wanted  |   |
| teach   | called  |   |
| teacher | fishing |   |
- Use the assessment procedure established in Activity 9, Unit 52, with the unit word list (given at the left).

# Unit 55

## Theme: Living in Canada

LISTENING	SPEAKING	READING	WRITING
← Considering ideas of peers	← Discussing Unit theme	→ <b>Activity 1</b> <i>Handstands</i> , pp. 78-79 <i>Workbook</i> , pp. 33-34 Interpreting pictures: Relating picture and text	→ Writing answers
	← Discussing word meanings	→ <b>Activity 2</b> Understanding word structure: prefixes un-, dis-, im- <i>Workbook Follow-up</i> , p. 35: Assessment — prefixes un-, im-, dis-	
	→ <b>Activity 3*</b> Understanding sentence meaning: connectives and, but, so	→ Reading sentences	
← Considering ideas of classmates	← Responding to ideas in report	→ <b>Activity 4</b> <i>Handstands</i> , pp. 80-09: Reading a personal report <i>Workbook Activity</i> , p. 36: Noting details	→ Writing answers
← Considering ideas of peers	← Discussing Unit theme Dictating ideas for recording	← Reading a composition	→ <b>Activity 5</b> Writing a group composition
→ <b>Activity 6</b> Listening to a poem	→ Preparing choral presentations		
← Recognizing silent consonants	← Pronouncing words	→ <b>Activity 7</b> Associating sound and symbol: silent consonants l, k, w, b, d, gh	
→ <b>Activity 8</b> Listening to a tall tale	→ Sharing ideas about the story	→ Reading personal compositions	→ <i>Workbook Follow-up</i> , p. 37: Writing a tall tale
		→ <b>Activity 9*</b> Understanding word structure: suffixes -ly, -y	
← Listening to peers	← Sharing ideas about a poem	→ <b>Activity 10*</b> <i>Handstands</i> , p. 90: Reading a poem	
← Listening to peers	← Evaluating oral reading performance	→ <b>Activity 11</b> Reading factual material orally	
← Considering ideas of peers	← Discussing meanings	→ <b>Activity 12</b> <i>Workbook</i> , p. 38: Using the context	

Considering ideas of peers	Reacting to ideas in report	<b>Activity 13</b> <i>Handstands</i> , pp. 91-99: Reading a personal report	<b>Activity 14</b> <i>Workbook</i> , p. 39: Writing a letter
Recognizing variant sounds	Pronouncing words	<b>Activity 15</b> Associating sound and symbol: /k/, /s/, c; /g/, /j/, g; /s/, /z/, s <i>Workbook Activity</i> , p. 40: Assessment – Applying phonic knowledge	
	Dictating words	<b>Activity 16</b> Developing vocabulary – words related to a topic <i>Workbook Follow-up</i> , p. 41: Assessment – Identifying words related to a topic	
Listening to directions given by a classmate	<b>Activity 17</b> Giving oral directions	Reading directions	Writing directions
	Discussing poems	<b>Activity 18*</b> <i>Handstands</i> , p. 100: Reading pupil compositions	
		<b>Activity 19</b> Understanding word structure: contractions	Writing contractions
Listening to peers	Responding to ideas in essay	<b>Activity 20</b> <i>Handstands</i> , pp. 101-106: Reading an essay <i>Workbook Activity</i> , p. 42: Organizing details	
Considering ideas of classmates	<b>Activity 21</b> Participating in a group discussion		Listing points from a discussion
	Discussing elements in a sentence	Reading sentences	<b>Activity 22</b> Writing a sentence
		<b>Activity 23*</b> Recognizing core vocabulary	Writing a story
	Evaluating a group composition	Reading a group composition	Revising a group composition
<b>Activity 25</b> Listening to a narrative selection	Discussing ideas in selection	<i>Workbook Activity</i> , p. 43: Interpreting graphic material	<b>Activity 26</b> Writing individual compositions
		Reading own compositions	

## INDEPENDENT ACTIVITIES

1. Have pupils who need additional practice in word recognition skills use the relevant pages in the *Phonics Workbook*.
2. Have pupils prepare individual picture essays of activities or objects that express ideas related to the unit theme, Living in Canada. Have them share their essays by reading the text to the group. When all the essays have been completed, display them in the classroom.
3. Have pupils prepare individual booklets titled "Living in Canada." Suggest that pupils choose different aspects (for example, "Canadian Scenery," "Working in Canada," "Farming in Canada," "Canadian Cities," and so on.) Have the booklets placed on the reading centre for others to enjoy.
4. Have pupils make "then and now" charts depicting items (i) that were used in pioneer days and (ii) the modern equivalents of those items.
5. Have pupils make outlines of the steps to be followed in constructing a log cabin and a harpoon. This activity could be extended to include sets of directions for making things that are of personal interest to the pupils. These additional sets of instructions might be illustrated to provide greater clarity.
6. Place recordings or tapes of suitable Canadian folk songs in the listening centre.
7. Have pupils write individual compositions on topics of their own choice.
8. Have pupils prepare their favorite poems for oral presentation to the group.
9. Have pupils prepare their favorite sections of books for oral presentation to the group. Then schedule a "Story Time" each day in which pupils read to the group.
10. Have pupils write different endings for stories they have read or heard.
11. Have pupils read library books and then work in pairs to tell each other why someone else would enjoy reading the books.
12. Have pupils work in small groups to write cumulative stories or "stories in the round." One pupil begins the story and then stops and selects another member of the group to continue, and so on. You may wish to have pupils tape-record their stories. If pupils have not done this kind of activity before, provide them with story beginnings or sets of pictures that will aid in the development of a story idea.
13. Have pupils work in pairs to dictate spelling words and check each other's work.
14. Have pupils work in pairs to proofread sentences or stories that have been written using words from the spelling lists.
15. After Activity 25, have pupils illustrate the interior of the Stewarts' house, the clothes worn by Betsy, her mother, her father; the cart; the river valley after the flood.
16. If any of your pupils have grandparents or great-grandparents living nearby, they might ask them to come to class to talk about what their life was like when they were eight years old. Or the grandparents might bring, to share with pupils, objects that they have kept from their childhood.

## BOOKS TO READ

1. *Mary of Mile 18*, Ann Blades (Tundra)  
Mary, who has a pet wolf puppy, lives in a backwoods Mennonite community in British Columbia.
2. *Sajo and the Beaver People*, Grey Owl (Macmillan)  
Two orphaned Ojibwa children live an exciting life with two orphaned beaver kittens in Northern Quebec.



3. *Kivi Speaks*, Virginia C. Cutlice (Lothrop, Lee & Shepard)  
Kivi tells of his family's life in an Eskimo village.
4. *Whirlwind Is a Ghost Dancing*, Nancy Belting (Dutton)  
Poetry and lore of North American Indians.

**Note:** If any of the following books are in your library, you may wish to read parts of them to your pupils or have them available for reference.

*Canada Close-Up: Coast to Coast – Social and Environmental Studies*, D. H. Nathanson, P. Nowell, and P. Campbell (McGraw-Hill).

*Canada Close-Up: Je suis Canadien – Social and Environmental Studies*, D. H. Nathanson, P. Nowell, and P. Campbell (McGraw-Hill).

*Canada Close-Up: People of the Plains – Social and Environmental Studies*, D. H. Nathanson, P. Nowell, and P. Campbell (McGraw-Hill).

*Then and Now in Frobisher Bay – A Gage World Community Study*, T.H.W. Martin (Gage).

## Activity 1

**Handstands, pages 78-79: Interpreting pictures – “Landmarks of Canada”**  
**Discussing the Unit theme, Living in Canada**

**Workbook, pages 33-34: Reading informational paragraphs**  
**Relating picture and text**

**use Contents**

**relate personal  
experience to title**

**interpret pictures**

Have pupils locate the title on the Contents page. Have them tell what they think a “landmark” is, identify familiar landmarks of their community, and tell why they think such things are landmarks.

Have pupils study the collage on pages 78-79 and tell about the ones they recognize.

For your information, the photographs are identified:

- page 78: *top left*: Burial pole, Quadra Island, B.C.  
*top centre*: Cabot Tower, Signal Hill, St. John's, Newfoundland  
*top right*: Château Frontenac, Québec, Québec  
*centre*: Covered bridge, Hartland, New Brunswick  
*bottom*: Percé Rock, (Percé Rocher), Percé, Gaspésie, Québec
- page 79: *top left*: Lighthouse, Peggy's Cove, Nova Scotia  
*centre left* (outside): Golden Boy, Legislative Building, Winnipeg, Manitoba  
*bottom left* (outside): Sand Beach, Prince Edward Island  
*top right*: CN Tower, Toronto, Ontario  
*centre right* (small photos): Canada Goose, Wawa, Ontario;  
Flintabbety Flonatin, Flin Flon, Manitoba  
*bottom right*: Grain elevators, southern Saskatchewan  
*bottom centre*: Badlands, near Drumheller, Alberta  
*centre* (small photos): Easter Egg, Vegreville, Alberta;  
Big Nickel, Sudbury, Ontario

read informational paragraphs

relate picture and text

note details

understand main idea

Have pupils turn to *Workbook*, pages 33-34, and read the paragraphs about each landmark one at a time.

Have pupils identify the picture (*Handstands*, pages 78-79) that belongs with each description.

To summarize the information, have pupils note different types of landmarks – natural wonders, things built by people to be used in business or industry, things built by people to give their communities a special symbol for visitors to see, and things from the past that people have preserved.

Extend the discussion by having pupils consider the following questions:

**Questions:**

Think of a lighthouse, a grain elevator, and the CN Tower. How does each of these landmarks help people?

Which landmarks do you think would be lighted at night? Why would they be lighted?

Which landmarks do you think would gleam in the sunlight?

Which landmarks are made of wood? of metal?

Which ones do you think would need to be repaired most frequently?

Which landmark do you think is the oldest? Why do you think so?

recognize place location

On a map of Canada, point out the location of each landmark pictured in *Handstands*.

**Note:** *The following notes give additional information about some of the landmarks. You may wish to share this information with pupils.*

*Percé Rocher* means “pierced rock.” The rock is pierced by a central arch 20 metres high. This rock is a bird sanctuary where gulls, puffins, gannets, and cormorants live.

*Josiah Flintabbatey Flonatin*. This storybook character was always talking about a lake that had no bottom. He said he knew exactly where the lake was. So he built a submarine, found the lake, and headed for the bottom. As he expected, he kept going until he hit the centre of the earth where he found a city all lined with gold. He called it the Sunken City.

An old prospector in Northern Manitoba had read the book about Flintabbatey’s adventures. One wintry day, when the prospector was hunting on a frozen lake, he fell through the ice. He climbed out and built a fire on the shore to dry his clothing. While he was waiting, he watched the snow melting around the fire, exposing the rock below. He noticed that the rock looked like gold and he was sure that he had found a gold mine. He decided that the lake must be the bottomless lake known to Flintabbatey Flonatin (Flin Flon, for short). So he named the area Flin Flon.

*Easter Egg*. The egg was designed by a computer scientist and took two years to build. It contains 2 732 aluminum triangles and stars and symbolizes the Easter eggs so beautifully decorated by the Ukrainian people.

relate topic to Unit theme

Have pupils relate the discussion to the unit theme “Living in Canada” by noting local landmarks and other Canadian landmarks.

Have pupils tell which landmark they found most intriguing and would want to visit.

### Experience extensions:

1. Have pupils suppose they had gone to visit one of the landmarks. Have them make a postcard about the landmark and write a note to a friend describing what they have seen.
2. Have pupils make a collection of postcards of Canada. Have them mounted on a large board or on a wall.
3. Have pupils collect information on landmarks in their own community or in other parts of Canada. Have them record the information about each landmark using these questions:
  - What is the landmark?
  - Where is it?
  - What is interesting about it?

## Activity 2

### Understanding word structure – prefixes un-, dis-, im-

1. Write the following sentences on the chalkboard before you begin the lesson:

- (i) The boy was not happy.  
The boy was unhappy.
- (ii) The room was not tidy.  
The room was untidy.

Have pupils:

- read each pair of sentences
- note that the meaning of each pair of sentences is the same
- note the words unhappy, untidy
- identify the root word and note the prefix un-
- note the meaning of the prefix un- (not)

read sentences

recognize derived  
forms with prefix  
un-

use term “prefix”

Review the term prefix – a syllable added to the beginning of a word; a meaning unit that changes the meaning of the root word.

**Note:** The prefix un- does not always mean “not.” In words such as untie, unwrap, unlace, and so on, the prefix denotes a “reversing of the original action,” or the “opposite of.” Untie does not mean “not tie”; it means the opposite of “tie.”

note two meanings  
for prefix un-

Have the following sentences on the chalkboard:

The unfriendly woman glared at Tom and Sue.  
The papers on the floor made the room look very untidy.  
The ice on the river is unsafe for skating.

Can you untie these shoe laces?  
Hurry and unwrap the parcel.  
The baby has unbuttoned her coat.

Have pupils:

- read each sentence
- identify words with prefix un-
- define the words
- note the difference in meaning of the prefix in the two groups of sentences

**Note:** You may wish to continue this activity in another lesson period.

recognize derived  
form with prefix **dis-**

define "prefix **dis-**"

note meaning

2. Use the established procedure with the prefix **dis-**:  
Sentences: He does not like candy. My bracelet disappeared.  
He dislikes candy. (the opposite of "appear")  
(**dis-** means "not")

Have pupils note the two meanings of **dis-** in the following sentences:  
The dog was discontented in the kennel.  
My favorite TV program was discontinued.  
Mother was displeased when she saw the mess in my room.

The sun disappeared behind the cloud.  
The rider stopped the horse and dismounted.  
The telephone was disconnected.

Explain to pupils that not all syllables spelled **dis** at the beginning of words are prefixes. Use the underlined words in the following sentences:

note exceptions for  
syllable **dis-**

We discovered a new place to hide.  
Is your school in an old district?  
School was dismissed early because of the storm.  
Our paintings are displayed in the hall.

recognize derived  
forms with prefix  
**im-**

define "prefix **im-**"

3. Use the established procedure with the prefix **im-**:  
Sentences: Samu was not polite.  
Samu was impolite.  
(meaning "not")

Sentences: They drank impure water and got sick.  
The blizzard made the roads impassable.  
We tried to do the magician's trick. It was impossible.  
A car stalled at the lights. The other drivers tooted their  
horns impatiently.

note exceptions for  
syllable **im-**

Explain to pupils that not all syllables spelled **im** at the beginnings of words are prefixes.

Use the underlined words in the following sentences:

"The Loose Tooth" is an imaginary story.  
The children imitated the clown they saw at the circus.  
We'll go home immediately.  
The new paint improved the look of the house.

### **Workbook Follow-up, page 35: Using context and structure cues** **Recognizing derived forms**

use context and  
structure cues

Have pupils read each paragraph and circle a word (or words) that has a prefix. Then have them write the name of the word on the line.  
Caution pupils to think carefully about the definitions of words such as unbuckle, unwrap, disappear.  
Check the page with pupils.



# Activity 3\*

## Understanding sentence meaning – connectives and, but, so

read sentences

understand  
connectives – and,  
but, so

1. Before you begin the lesson, have the following sentences on the chalkboard:  
Sue likes to run and play in the water.  
But she doesn't know how to swim.  
So she's going to take swimming lessons.  
Have pupils read the sentences.  
Guide pupils in noting the meanings of the connectives and, but, so:
  - and joins two similar ideas
  - but joins different ideas
  - so tells what is done because of a given reason
2. Before you begin the lesson, have the following sentences on the chalkboard:
  - (i) A dog can run \_\_\_\_\_ jump.  
A puppy can run \_\_\_\_\_ it can't jump.
  - (ii) Sam had an apple \_\_\_\_\_ an orange.  
He likes apples \_\_\_\_\_ he doesn't like oranges.  
\_\_\_\_\_ he ate the apple.
  - (iii) The baby was crying.  
\_\_\_\_\_ I gave him a cookie.  
\_\_\_\_\_ he didn't stop crying.
  - (iv) The dog barked at Bill \_\_\_\_\_ chased him.  
Bill was afraid \_\_\_\_\_ he ran home.  
\_\_\_\_\_ the next time he wouldn't run from the dog.

Have pupils read each set of sentences and decide which connective – and, but, so – should be used to complete each sentence.

# Activity 4

**Handstands, pages 80-89: Reading a personal report – “How We Helped Our Mom and Dad Build a Log Cabin”**  
Relating picture and text  
Understanding main idea  
Noting details

**Interpretation skill:** Relating picture and text

Relating picture and text. Graphics aid in understanding concepts that are removed from the learner's direct experience. Pupils need to understand that the photographs carry information. They must “read” the photographs as well as the words. They should recognize, therefore, that a

*Do you help pupils to use context, semantic, and phonic cues to decode unknown words?*

*slower rate of reading will be necessary. In this selection, cartoons and captions also provide the reader with information about the topic. Pupils should note the personalized nature of these comments and how they differ from the information given in the report.*

### Core Vocabulary

**Unit** – us    each    together    picked    next    fire    cut    stand

**Review** – building    never    first    different    before

### Application of known phonic and structural principles

exactly, slanty, finally, mostly, really, rocky, gradually, shiny, blotchy  
longest, thickest, biggest, toughest, older, uglier, lighter

### Preparation for reading

Have pupils locate title on the Contents page.

use Contents

identify report form

make predictions

Have them consider the nature of the selection (a personal report) and make predictions about the authors.

Have them check their predictions by studying the photographs on page 80. Establish the identity of the children – Amy is the older child and wrote the report; Kate is her sister.

read a personal report

### Guiding the reading

Have pupils note the graphic aids in the report – photographs showing what actually was done and cartoons giving Kate's personalized comments about different activities.

Remind pupils to use the graphic aids as they read the text.

Have pupils read the report silently.

**Note:** *For some pupils, you may wish to guide the reading of each page to ensure that they study both pictures and text.*

Guide pupils' interpretation with questions and comments such as the following:

page 80

note details

Have pupils tell what they think Amy means in the opening sentence:

Ask: Why do you think Amy will "never forget landing on the island the first time"?

interpret graphic aids – photographs and cartoons

understand main idea

Guide pupils' use of context cues in interpreting the meaning of clearing in the following sentence:

Dad had gone first and cleared a lot of brush so there would be room to pitch our tents, but the ground was still rocky and full of sticks and roots.

clarify word meanings

### Questions:

Can you pitch a tent on top of brush?

What kind of space is best for pitching a tent?

What did Amy's dad do to make a space for their tents?

What other words can you use to explain cleared? (removed, chopped out, took away)

Have pupils explain the word clearing, which appears in the next sentence.

Ask: Why did Amy's dad clear the land before the family arrived on the island?  
What do you think of the name of the canoe?

page 81

Can anyone go into the woods and chop down trees?  
Why not?  
Why were Amy's parents allowed to chop down trees for their log cabin?  
Do you think Kate and Amy enjoyed being in the forest? Why?  
What did Amy's dad use to cut down the trees?  
Why did the girls and their mother shout "Timber"?

page 82

What did the girls do to the trees after they were cut down?  
How is a drawknife different from knives you have seen?  
Do you think peeling the logs was an easy job? Why?  
How do you think Amy's dad felt when the hornets stung him?  
Why did the family stack the logs instead of starting to build their cabin?

page 83

How did the logs change during the winter?  
What other words can you use to explain the word blotchy? (spotted, stained, dark spots on the logs)  
Find the word that means the same as "ready for building."

page 84

Do you think the family had a good solution to the problem of getting the logs across the water to the island? Why?  
What did they do with the logs when they got them to the campsite?  
How did the family have fun with the logs?

page 85

How do you know that making a clearing is hard work?  
Which part of the cabin was made first?  
Why did the family use the thickest logs for the foundation?  
How did Kate and Amy help their parents?  
Why did their dad call them his "gophers"?

page 86

How was building the cabin like building a big box?  
Why was it important that the logs fitted close together?  
Do you think Amy and Kate were good cooks? Why?  
How do you think they felt about the bird?

page 87

Why was putting the roof on the cabin such a hard job?  
Have pupils study the photographs to identify the steps and the materials used in putting the roof on and to clarify the terms supports, rafters, and scaffold.  
Why did the family seal the cabin with plastic?

pages 88-89

What did they do to make the cabin bug-proof?

What is oakum?

How did Kate feel about stuffing oakum? Why do you think she felt like that?

What did Amy's dad use to make the stairs?

How did Amy and Kate feel about helping build the log cabin?

### relate report to Unit theme

Have pupils relate the selection to the unit theme "Living in Canada."

Ask: Where have you seen log cabins?

Have pupils describe log construction buildings with which they are familiar.

**Experience extensions:** Have pupils suppose that they are either Amy or Kate. Have them write a diary for a period of one week from the point of view of one of the girls.

Discuss the format of a diary with pupils – date the entries, record personal ideas and feelings, illustrate some of the situations.

### interpret riddles

#### **Workbook Activity, page 36: Interpreting riddles**

Have pupils read the riddles. Then have them read the answers and answer each riddle by writing, in the box beside the riddle, the number corresponding to the correct answer.

Check the page with pupils and have them share the riddles they wrote.

## Activity 5

### **Discussing the Unit theme, Living in Canada**

#### **Writing a group composition**

### recall discussion of Unit theme

Have pupils recall the discussion of landmarks of Canada.

Suggest to them that they develop a list of other interesting things to see and do in Canada.

### develop headings for a chart

Guide pupils in developing some headings that would be suitable for use in a chart that lists this information; for example, name, place, interesting features.

**Note:** *If you have access to films about Canada, you may prefer to use one of these as a motivator for discussion of the unit theme, Living in Canada. Follow the film presentation with a guided discussion and development of a group composition.*

### dictate ideas for recording in point form

Have pupils dictate their ideas, indicating under which heading the idea should be recorded, and specifying only the key words to be used in recording the ideas in point form.

### write a paragraph

In another lesson period, have pupils select one topic and dictate a paragraph about it.



**Experience extension:** Take pupils to visit one or two interesting places in your community. Have them imagine they are showing the place to a visitor and explain what makes the place interesting.

## Activity 6

### “Emma, said Sam”: Listening to a poem Preparing choral presentations

relate poem to  
personal experience

attend to a poem

form sensory  
impressions

Tell pupils that the poem is about two children who go sightseeing. Have pupils suggest things the children could have travelled on. Read the poem at least twice. In the second reading, have pupils listen for expressions that tell how the train, plane, and children moved.

#### EMMA, SAID SAM

Emma, said Sam	Emma, said Sam
Let's go away	Let's go away
Let's go away	Let's go away
And sightsee today	And sightsee today
So they	So they
Took a train	Went on foot
And	And they
Chug-a-lug lugged	Tramped and stamped
And they	Ran in the rain
Clicketty clacketty	Skipped in the sun
Clug clug clugged	Larked in the park
And they	Splashed in the sea
Bounced! Bounced! Bounced!	And then
	They were hungry
Emma, said Sam	And thought
Let's go away	About tea
Let's go away	So they
And sightsee today	Tiptoed
So they	Tiptoed
Took a 'plane	Tiptoed
And floated and danced	Home
And dipped and swooped	
Through lazy cloud banks	
And they looped! The loop! The loop!	— Joan Goddard

dramatize action  
words

#### Questions:

What sounds did the train make?  
Do you think the children had a smooth ride on the train?  
What do you think was exciting about the plane ride?  
What does “looped the loop” mean? What words tell how the children walked?

Have pupils demonstrate movements for tramped, stamped, ran, skipped, splashed, tiptoed.

recite rhythmic  
patterns

Read the third verse once or twice, encouraging pupils to join in wherever they can.

**Experience extension:** Use the selection for group choral presentations. Have pupils work in groups of three to prepare a choral presentation of one stanza each.

Before pupils begin rehearsing in their groups, have them consider:

- who will speak which parts of the poem
- how voices should be used – loud, soft, fast, slow
- sound effects and what will be used to make them
- movements to accompany the actions described in the poem

Provide pupils with adequate time to rehearse before making their presentations. Encourage them to experiment with a variety of forms of presentation.

Have pupils share their choral presentations with the group. Have pupils comment on what they liked best in each presentation.

## Activity 7

### Associating sound and symbol – silent consonants l, k, w, b, d, gh

**Note:** This lesson introduces pupils to a form of pronunciation key. The phonetic spelling used is based on the pronunciation key in The Canadian Junior Dictionary (Gage).

read sentences

recognize silent consonants

1. Have the following sentences on the chalkboard or on an overhead transparency:

The box of chalk is on the shelf.  
We thought we heard the lamb in the garden.  
This jacket is wrinkled and smudged with dirt.  
Do you know how to knead bread dough?

Have pupils:

- read each sentence
- underline words in which consonants represent no sound
- circle the silent consonants

identify phonetic spelling

recognize silent letters

identify /o/

2. Write these headings on the chalkboard:

Write      Say

Write walk under the “Write” heading. Have pupils pronounce the word and then give the letters that represent each sound heard in the word (/w/, /o/, /k/). Write (wok) under the “Say” heading.

Repeat the procedure with talk, chalk, stalk.

Have pupils study the words in each column.

Ask: How do the words in the “say” column differ from the words in the “write” column?

Why is there an o in each word in the “say” column?

Why isn't the l in each word in the “say” column?

recognize /o/, /ō/,  
/a/, /ī/

identify phonetic  
spelling

3. Use the same procedure with the following words:

<u>Write</u>	<u>Say</u>
knot	(not)
know	(nō)
wrap	(rap)
dough	(dō)
lamb	(lam)
climb	(klīm)

Have pupils note that long vowel sounds are represented by a line above the vowel; short vowel sounds are represented by the vowel letter alone.

## Activity 8

**“How Old Paul Invented Doughnuts” – Listening to a tall tale  
Distinguishing fact and fancy**

attend to a story

Present the title.

Tell pupils to listen as you read a story that is meant to be just for fun.

Read “How Old Paul Invented Doughnuts.”

### How Old Paul Invented Doughnuts

Once when Paul Bunyan was loggin’ on the Skeena River, he says to Sourdough Sam, the bull-cook, “Sam, I’m gettin’ mighty tired of Johnnie cake and rice puddin’. I think I’ll invent doughnuts.”

So he just sits down by the cookhouse door and thinks for a while. He thinks for three days, twenty-six hours, and fifty-eight minutes. Then he goes inside, ties on an apron, and gets to work.

First he hauls down the smallest mixin’ bowl he can find, which same is only 2 metres acrost, but as Paul says, “No sense makin’ a big batch till I see how they turn out.”

The word soon gets around that old Paul’s inventin’ doughnuts, and everybody comes up for a watch. “Spud” Svenson leaves the carload of potatoes he’s been peelin’ for hash, and Johnnie Inkslinger, the book-keeper, puts down his pen and leans against the cookhouse door offerin’ words of encouragement, which same maybe Paul don’t need.

Paul orders a coupla carloads of flour, three or four bags of salt, six barrels of sugar, and a carload of eggs.

“Whatcha gonna fry them in?” ask Sourdough.

“Why, bear grease, I reckon,” Paul grins, and sends One-armed Ole, the Swede, down to the bearpit where he keeps a coupla dozen pet grizzlies for the men to wrestle with when they get peeved at somethin’.

Then Paul starts siftin’ flour. Of course, some of the cookhouse windows was open, and some of the flour drifts away on the breeze. They say that down in Missouri, the flour darkened the sun so folks thought it was a blizzard, and three men and twenty-seven horses froze to death.

Well, Paul sifts and mixes in the eggs and sugar, and pretty soon he’s got a mess of dough shapin’ up in the bowl. Then he sets down and looks

at it. Then he looks at the cookstove and shakes his head. It takes six men workin' day and night to cut enough wood to keep the bull-cook goin', but old Paul figgers that's not enough to fry his doughnuts.

Suddenly he snaps his fingers, startin' a minor earthquake in the Aleutian Islands.

"Boys," he says, "shut the mill down. I'm goin' to need her."

Well, everythin' comes to a screechin' snarlin' halt when old Paul takes over. First he puts the little mixin' bowl on skids, and Babe, the Blue Ox, snakes it over the mill. Then Paul grabs a coupla big planks and slams them down on some tree stumps. Makes a fair-sized mixin' board right there. Then he rigs a hoist to lift the mixin' bowl over the breadboard. Up she goes as slick as a whistle, spillin' the dough onto the board right where Paul wants her.

"Now," Paul says, "we'll roll her out."

So he motions "Spud" to grab the end of a big log that's layin' in the millyard. Paul, he grabs the other end, and soon they've got that dough rolled out just right. It's about 25 centimetres thick and creamy by the time they's done. It looks so plum delicious that soon there's two or three good-sized brooks flowin' through the millyard, just from the boys' mouths a-waterin' so hard.

By this time One-armed Ole is back with the bear grease, and Paul tells him to dump it in one of the mill boilers. Then he tells the fireman to build up a good fire, which he does, and pretty soon that there bear grease is a-bubblin' and fryin' all over the place.

Then Paul sees he needs somethin' to cut the dough into fryin' size. He tries an old piece of boiler pipe, but it ain't quite big enough. Then he spies Johnnie Inkslinger's pen. This is the pen Johnnie invented arithmetic with, but Paul ain't fussy. He reaches out and unhooks it from the loggin' chain that Johnnie wears acrost his vest. He unscrews the top and hands the rest back to Inkslinger, who's got a mighty painful expression on his face. Paul flours the pen and starts cuttin'. The pen makes the doughnuts about one metre acrost, just a good bite-size for old Paul and his loggers. Well, Paul stands there cuttin' doughnuts and cacklin' like a pullet layin' her first egg.

Just then the sky darkens, and the boys hear the rushin' of wings. It's the doughpeckers, so everybody, includin' old Paul, heads for cover. These here doughpeckers are huge birds that live around loggin' camps. They swarm down whenever they smell raw dough, and if the bull-cook ain't careful, they'll fly away with anythin' that isn't nailed down. The boys thought Sourdough Sam had them licked with his new scheme, which was to put out a carload of sourdough every mornin' at sun-up. This brought the doughpeckers down by the hundreds. They'd eat the raw dough, it would start to rise in their bellies, and they'd stay aloft two, three days . . . too light to come down. But the last coupla days Sourdough was a mite careless, because here are the doughpeckers lightin' into Paul's doughnuts like ants at a picnic.

Well, sir, by the time the doughpeckers get filled up and take off again, everybody figgers the dough's done for, but not old Paul. He walks over to the breadboard and looks at the doughnuts. And those dough-peckers have drilled every one of 'em right smack through the middle.

Old Paul grabs a shovel and scoops one into the bear grease. It hisses and bubbles, and pretty soon it's all brown and crusty on the top. Then he flips her over.

When it's done, he passes it around, and everyone takes a dainty nibble. Seein' as how it was so small, not more than one metre acrost, no one gets more than a tantalizin' taste, but that's enough.



The fireman gets busy firin' the other boiler, and the whole camp works like beavers, shovellin' them doughnuts into the bear grease and flippin' them over.

So that's how old Paul invented doughnuts. The boys set up another mill, just for fryin' Paul's invention, but at last the doughpeckers got so full of holes they wouldn't come down out of the trees, so old Paul had to make a special hole-drillin' machine that he rigged up to the saw carriage.

But if it hadn't been for the doughpeckers, there wouldn't be a hole in the doughnut, and if it hadn't been for old Paul, loggers would still be eatin' Johnnie cake and rice puddin'.

Yes, sir, he was a mighty inventin' man, was old Paul.

— Gloria Logan

### Questions:

How does the author tell us that Paul is an unusual person?  
How do you think the lumberjacks felt about Paul?

recall details

sense emotional  
reactions

Have pupils share other Paul Bunyan stories that they may have heard or read.

distinguish fact and  
fancy

Have pupils identify features that make the story fanciful.

note features of a  
tall tale

Introduce the term tall tale.

Tell pupils that stories in which characters and events are greatly exaggerated are called tall tales.

extend vocabulary

Have pupils discuss the term exaggeration.

note features of a  
tall tale

Have them give examples of exaggerations in this story, for example:

- length of time Paul thought about inventing doughnuts (3 days, 26 hours, 58 minutes)
- size of the smallest mixing bowl (2 metres across)
- quantities of ingredients (coupla carloads of flour, three or four bags of salt, six barrels of sugar, carload of eggs)
- blizzard that resulted from Paul's sifting flour
- Paul snaps his fingers and starts an earthquake in the Aleutian Islands
- using bear grease to fry the doughnuts
- Johnnie Inkslinger's pen
- logging chain that Johnnie Inkslinger wore
- size of the doughnuts (1 metre across)
- how Sourdough Sam got rid of the birds

### Workbook Activity, page 37: Writing a tall tale

interpret  
illustrations

Have pupils study the illustrations based on the listening selection "How Old Paul Invented Doughnuts." Have them write captions for each of the illustrations.

write a tall tale

### Experience extensions:

1. Read other Paul Bunyan stories to pupils.
2. Have pupils write tall tales using Paul Bunyan or characters of their own invention as the heroes.

**Note:** Many collections of Paul Bunyan stories are written at levels that pupils can read independently. Suggest to pupils that they look for these stories in the library.

## Activity 9\*

### Understanding word structure – suffix -ly, -y

**Note:** This is a review lesson. Use it with pupils who are having difficulty with the concept. You may wish to conduct the review in several short lesson periods.

understand word  
structure – suffix -y,  
-ly

read sentences

identify root words

1. Before you begin the lesson, write the following sentences on the chalkboard or on an overhead transparency:

It was a sunny and windy day.

The old man walked wearily down the street.

The children crossed the street carefully.

The boys got their jeans dirty playing soccer.

The baby giggled merrily at the toy.

Have pupils:

- read each sentence
- identify the underlined words
- note endings
- identify the root words

Write the root words beside each sentence.

dictate sentences

identify root words

2. Have pupils dictate sentences, using the following words. Write pupils' sentences on the chalkboard. Using procedure described in Step 1, have pupils review the derived forms.

slowly    angrily    soapy    quietly    hurriedly

3. Have pupils locate words with the suffixes -ly and -y in reader selections and group compositions. Have them list the words, circle the root, and write sentences using the words.

## Activity 10\*

### Handstands, page 90: Reading a poem – “Kate’s Poem”

Noting details

Making inferences

attend to a poem

read a poem

note details

make inferences

express personal  
ideas

Read the poem to pupils. Have them turn to page 90 and follow in their books as you reread the poem.

Have pupils consider the ideas in the selection. Guide pupils' interpretation of the poem, using questions and comments such as the following:

What did the girl in the poem see when she woke up?

How does the child in the poem feel about the things she saw when she woke up?

Have individual pupils comment on the things they notice when they first get up and how they feel about these things.

Why do you think the girl in the poem wanted to make “today go on and on forever”?

Have pupils respond to the last line of the poem by giving examples of things that they might miss if each day were the same.

# Activity 11

## Reading factual material orally

review procedures  
and standards for  
oral reading

Have pupils review:

- reasons for oral reading
- standards for oral reading
- procedures for preparing an oral reading presentation

Have them recall some of the selections they have read orally. Have them note that when they read story material, they had to read dramatically to convey the action and emotion of the story. Have them note that in oral reading of informational or factual material, the reader should not dramatize.

Select some paragraphs from the report “How We Helped Our Mom and Dad Build a Log Cabin.” Have pupils

- read each paragraph silently
- discuss the important ideas presented
- note the key words

read factual material  
orally

Have individuals read each paragraph orally.  
Have pupils evaluate the oral reading, noting strengths and weaknesses.

evaluate oral  
reading

**Note:** *Guide the evaluation discussion so that pupils’ comments about classmates’ reading are constructive. Stress the importance of clear, distinct reading when information is being communicated.*

Assign pupils to find a passage in a science or social studies book. Have them prepare it for oral reading to the group. Give individual assistance as required in the preparation; for example, checking pronunciation, noting important ideas, and so on.

**Note:** *This independent selection, preparation, and presentation of content for oral reading is an essential follow-up activity. The purpose of oral reading is to convey information or interpret an author’s story to an audience. If the audience already knows the material (from having read or heard it previously), there is no reason for the oral presentation. Having pupils prepare new material sets the stage for effective oral communication — on the part of the reader and of the audience.*

In other lesson periods, use the same procedure with selected passages from “Making Harpoons” and “Pioneer Village” (*Handstands*, pages 91 and 101, respectively).

# Activity 12

## Workbook, page 38: Using the context

review procedure  
for identifying  
words

Have pupils review the procedure for identifying unfamiliar words. Have them note the importance of:

- reading to the end of the sentence or paragraph
- checking their predictions to see if they make sense, if they sound right, and if they agree with phonic and structure cues.

*Do you help pupils to use context, semantic, and phonic cues to decode unknown words?*

**identify words**

**define words**

Direct pupils' study of the paragraphs at the top of page 38.  
Have pupils read the paragraphs and identify the underlined words.  
Ask: What does an acrobat do?  
Do you think any of the children would leave while the acrobat was performing? Why?  
Have pupils (i) discuss how they identified the words and (ii) give the meaning of each word.

**read sentences**

**identify word meaning**

Discuss the directions with pupils.  
Have them complete the page independently.  
Check the exercise with pupils. Discuss how the answers were arrived at.

## Activity 13

**Handstands, pages 91-99: Reading a personal report – “Making Harpoons”**  
**Relating picture and text**  
**Noting details**

**Interpretation skill:** Relating picture and text

**Core Vocabulary**

**Unit** – I'm made which

**Review** – first these

**Application of known phonic and structural principles**

I'm he's it's won't that's I'll here's  
straight tight would notch knife know

**use Contents**

**Preparation for reading**

Have the title located on the Contents page.  
Have pupils tell what they know about harpoons and suggest what materials they think would be used to make harpoons. Tell pupils that this report was written by a grade five Inuit boy, Pauloosie Atagootak, who lives in Pond Inlet, N.W.T. Show the pupils where Pond Inlet is located on a map of Canada.

Have pupils tell what they think Pauloosie and his friends would use their harpoons for.

**Guiding the reading**

Have pupils note the written form of the report and the importance of studying the photographs that accompany the text.  
Have pupils note the Inuit text and how this alphabet differs from the English alphabet.

Have pupils read the report silently. Observe pupils during the silent reading, noting whether they make use of the photographs.

**note details**

**relate picture and text**

Guide pupils' interpretation of the selection. Help them in using picture cues to identify unfamiliar words and in noting the application of the directions for making harpoons. Ask such questions as the following:



### Questions:

page 92

- What materials did the boys use to make the harpoons?
- What was the first thing they did to the hockey sticks? Why?
- What is a notch?
- Why did they put wire at the end of the stick?

pages 93-94

- What did the boys do to make the harpoon easy to hold?
- What did the boys do with the piece of steel?
- Why did Pauloosie say, "I'm telling Koonerk he's not cutting bananas now"?

pages 95-96

- Why is wire wrapped around the stick?
- What else can be used to make the harpoon strong?
- What is a grinder?

pages 97-98

- What is a suqquq?
- What is it made from?
- What is the suqquq used for?
- Why does a harpoon need a rope on it?

### relate essay topic to Unit theme

Have pupils relate the topic of the essay to the unit theme "Living in Canada." Have them discuss the differences between the things that Pauloosie was doing in school and what they themselves do in school.

**Experience extension:** Have pupils work in groups to construct something (for example, puppet stage, scenery for a play, a birdhouse, etc.). Have them write accounts of their activities, using a personal report form similar to that in "Making Harpoons" or in "How We Helped Our Mom and Dad Build a Log Cabin."

## Activity 14

### Workbook, page 39: Writing a letter

### recall report topic form questions

Have pupils recall the personal report "Making Harpoons."  
Have pupils recall that Pauloosie said that he was going to hunt seals with his harpoon.  
Have pupils suggest questions they would like to ask Pauloosie – about the harpoon, about his seal hunting, about his school, and so on. Encourage them to consider things that would be interesting for someone to read about.  
Tell pupils that they can write a letter in which they can ask Pauloosie questions and tell him something about themselves.

### recognize conventions of letter writing

Have pupils turn to *Workbook*, page 39. Direct them in completing the common elements in the letter – heading (address, date), greeting, and closing. Focus pupils' attention on the form of a letter by asking the suggested questions.

**Note:** As each question is answered, have pupils write in the information on page 39. You may wish to write a model form on the chalkboard as well.

**Questions:**

- Why is it important to put your address on a letter?
- What information is needed in an address? (street, town, province, postal code)
- Why is the date needed on a letter?
- How do we write the date?
- How do you start the main part of a letter?
- What are some words that you can use to say good-bye to another person?
- What words did Pauloosie use to close his letter?

Have pupils tell about letters they have received and recall the words that were used in the greeting and the closing.

Introduce pupils to words commonly used in the closing of letters – your friend, sincerely, love, and so on.

Have pupils note when it would be appropriate to use each of the closings.

Ask: Why do you put your name on a letter?

Have pupils recall that Pauloosie had written another note that was headed P.S. Tell pupils that “P.S.” means postscript and is an addition to a letter, written after the writer’s name has been signed.

write a letter

address an envelope

Have pupils complete the body of the letter to Pauloosie independently. Have them share their letters by reading them orally. Have them note features that made the letters interesting.

In another lesson period, direct pupils in addressing an envelope. Provide each pupil with a piece of paper the size of a letter envelope.

Have pupils note the need for accuracy and clarity in addressing mail. Have them tell (or find out) how much postage is needed on a letter.

**Experience extension:** If arrangements can be made, take pupils on a tour of the local post office. Have them write reports of different activities in the post office and descriptions of what happens to a letter when it is mailed.

If pupils live in a rural area, you may be able to make arrangements to have a rural mail carrier come to the school to tell about this kind of mail delivery.

## Activity 15\*

**Associating sound and symbol – /k/, /s/, c; /g/, /j/, g; /s/, /z/, s**

**Note:** You may wish to do this activity in several short lesson periods.

read sentences

1. Have the following sentences on the chalkboard or on an overhead transparency:

**associate sound and symbol – /k/, /s/, c**

Cathy won the bicycle race.  
Bruce planted corn, carrots, and lettuce.  
 The camel chewed a piece of celery.

Have pupils:

- read each sentence
- identify the underlined words
- note the sounds represented by consonant letter c in each word

**identify phonetic spelling**

Write the headings Write and Say on the chalkboard.

Use the procedure described in Activity 7 with each of the following words:

<u>Write</u>	<u>Say</u>
cent	(sent)
face	(fās)
can	(kan)
cake	(kāk)
calf	(kaf)

**read sentences**

**associate sound and symbol – /g/, /j/, g**

2. Have pupils identify the sounds represented by the consonant letter g. Repeat the procedure described in Step 1, using the sentences and words that follow:

<u>Sentences</u>	<u>Words</u>	
The <u>girl</u> went to <u>get</u> the <u>geese</u> .	<u>Write</u>	<u>Say</u>
Can you <u>guess</u> what the <u>large</u> <u>gift</u> is?	get	(get)
There's a <u>gull</u> in the <u>gym</u> .	geese	(gēs)
A <u>giant</u> pushed the <u>huge</u> <u>engine</u> .	guess	(ges)
	large	(larj)
	gift	(gift)
	gull	(gul)
	gym	(jim)
	huge	(hūj)

Have pupils note that, in the pronunciation respelling, each letter symbol represents a sound; therefore, there are usually fewer letters than in normal spelling.

**read sentences**

**associate sound and symbol – /s/, /z/, s**

3. Have pupils identify the sounds represented by the consonant letter s. Use the established procedure with the following:

<u>Sentences</u>	<u>Words</u>	
<u>Sam</u> got on the <u>bus</u> .	<u>Write</u>	<u>Say</u>
The <u>silly</u> clown had a big <u>nose</u> .	rose	(rōz)
<u>Please</u> <u>pass</u> the <u>cheese</u> .	cheese	(chēz)
	pass	(pas)
	sail	(sāl)
	some	(sum)

**Workbook Activity, page 40: Assessment: Applying phonic  
knowledge – silent consonants;  
consonants that represent different  
sounds**

Have pupils read each sentence and note the underlined word. Have them mark an X in the box next to the correct pronunciation of each underlined word.

Check this exercise with the pupils.

Have them pronounce each phonetic spelling to check on their identification of the words.

## Activity 16

### Developing vocabulary – words related to topics

**Note:** *The purpose of this activity is to increase pupils' awareness of words related to specific topics. An understanding of how to categorize ideas and experiences will help pupils in becoming more efficient readers and writers.*

#### categorize words

1. Write the word furniture on the chalkboard. Have pupils give other words that this word makes them think of (chair, table, desk, and so on).  
List pupils' words on the chalkboard.  
Have pupils study the word list and note ways in which the words might be grouped; for example, kitchen furniture, bedroom furniture.
2. Repeat this procedure with other topics that are familiar to pupils. The following are suggested topics and lists of words:

Tools: hammer, saw, axe, hatchet, screwdriver, chisel, plane, drill, pick, shovel, crowbar, hoe, clippers, mower, rake, edger

Vegetables: corn, carrots, lettuce, cabbage, beets, peas, beans, asparagus, potatoes, squash, broccoli, celery, spinach, cauliflower

Water Creatures: fish, whale, dolphin, seal, frog, octopus, crab, lobster, salmon, walrus

Some other topics: Animals (farm, pet, wild, zoo, large, small); Space; Weather; Flowers; Birds; Clothes; Food

**Note:** *Most lists of words can be classified further. You may wish to duplicate lists from group dictation and have pupils write the words under appropriate headings. (A useful reference is Words to Use (Gage).)*

3. Have pupils complete this activity in their notebooks.

Have them turn to the report "How We Helped Our Mom and Dad Build a Log Cabin," pages 80-89, *Handstands*, and list words related to building a log cabin.



Have pupils note ways in which the words can be classified; for example, tools, trees, parts of the cabin, materials.

The words are listed for your information:

cedar	scaffold	axe	chopped	logs
spruce	plastic	chain saw	peeled	foundation
jackpine	oakum	drawknife	notched	floor
	supports	hatchets		corner posts
	rafters	knives		top plates
	ridge board	nails		walls
	roof boards			roof
				stairs

**Experience extension:** Select a topic from science or social studies. Have pupils dictate words related to the topic. Have pupils categorize the words in ways that are appropriate for the topic. Have pupils write paragraphs about the topic.

### **Workbook Follow-up, page 41: Developing vocabulary – identifying words related to a specific topic**

identify words  
related to specific  
topic

Have pupils note the topic words in the boxes and then mark each word in the list that belongs to the topic in the box.

Discuss the exercise with pupils. Have them explain their choices and note why some of the words do not belong to the topic.

For pupils who had trouble with the concept, reteach and provide additional similar practice.

## **Activity 17**

### **Developing directions Giving oral directions**

**Note:** *The purpose of this activity is to encourage pupils to be precise in their use of language and to organize ideas in a systematic way. In addition, the activity will serve to emphasize the importance of speaking effectively when addressing a group and the importance of listening carefully to directions.*

prepare a set of  
directions

In one lesson period, have each pupil write directions for one of the following:

- a simple indoor game (for example, checkers, pick-up sticks, tic-tac-toe, spin the bottle)
- how to make something (for example, a treehouse, a paper airplane, a puppet, a cut-out snowflake, a paper hat)

Have pupils evaluate their written directions to ensure that they are complete and accurate.

give oral directions

In another lesson period, have each pupil use the prepared directions (as a guide) and give the directions to the group.

follow oral  
directions

Have the group follow the directions. Have pupils evaluate the presentation of the directions and the behavior of the group following the directions.

evaluate  
presentation

evaluate behavior in  
following directions

Guide pupils in noting the importance of accuracy and clarity in presenting directions.

Have pupils note some guiding rules for effective listening to directions – paying attention to the directions, listening until the speaker has finished before beginning to carry out the directions, and questioning the speaker if clarification is required.

**Extra teaching** – For pupils who need additional practice in giving and following directions, provide opportunities for impromptu directions to be given.

Suggested topics:

- Draw (a clown's face, a cat, a house, a wagon).
- simple mental arithmetic problems
- directions for walking to familiar places in the school or community
- directions for moving around the classroom (hop to the window, stand on your left foot, bend down and touch your left toe, skip back to your desk or table)

## Activity 18\*

**Handstands, page 100: Reading pupil compositions – “In the City”**

express personal  
ideas about a topic

read pupil  
compositions

compare  
interpretations

write individual  
compositions

Present the title.

Have pupils describe briefly what the title makes them think of.

Tell them that these selections were written by grade two pupils who live in Calgary, Alberta.

Have pupils read the selections silently.

Have them compare the authors' interpretations of the city with their own.

In another lesson period, have pupils write and illustrate their interpretations of the topic “in the city.”

## Activity 19\*

**Understanding word structure – contractions (review)**

**Note:** *This is a review lesson. Pupils who are able to read contractions and use them correctly in independent writing activities will not need this lesson.*

understand word  
structure –  
contractions

1. Before the lesson, have the following sentences on the chalkboard:

Bill can't find his pencil.

They're going sleigh riding after school.

We won't be going with them.

What's making that noise?

We'll see you tomorrow.

Have pupils:

- read each sentence
- write the full form for each contraction

**write contractions**

2. Have pupils write contractions for the following:
- |            |          |
|------------|----------|
| should not | does not |
| they have  | you are  |
| where is   | he will  |
| I am       | were not |
3. Have pupils make a list of contractions from recent group compositions and write the full form for each contraction.

# Activity 20

**Handstands, pages 101-106: Reading an essay – “Pioneer Village”**

**Interpretation skills:** Relating picture and text  
Understanding main idea  
Noting details

*The focus in this unit is on relating picture and text. In this selection, guide pupils in using the appropriate words from the text to identify the objects in the photographs.*

**Core Vocabulary**  
**Unit** – many    years    those    made  
**Review** – country    ground    hot

**Application of known phonic and structural principles**  
years    villages    pictures    visitors    shops    days  
lamps    cradles    brooms    houses    buildings    shoes

**use Contents**

**explain terms**

**relate topic to personal experience**

**Preparation for reading**  
Have the title located on the Contents page.  
Have pupils tell what the word pioneer makes them think of.  
Have pupils tell about pioneer things with which they are familiar.  
Have them indicate how many years ago the things they have described were used.

**Note:** *The pupils’ responses about pioneer time may vary greatly. Tell the pupils that most of the articles shown in the essay were used about 100 years ago.*

**read an essay**

**note details**

**relate picture and text**

**Guiding the reading**  
Have pupils note the form of the essay and recall the importance of studying the pictures as they read the text.  
Direct pupils’ study of the essay, using questions and comments such as the following:

- page 101
- Why have people built pioneer villages?
  - What is a village?
  - What can you find out about a pioneer village from the photograph?

page 102

Why did pioneer people bake bread?  
What is the woman doing to the bread dough?  
How did the pioneers make butter?

page 103

Where did the pioneers get flour?  
Where are the millstones in the photograph?  
What things in the photographs show us that the pioneers did not have electricity?

page 104

How is the pioneer school different from your school?  
What did the pioneers make brooms from?

page 105

Were sheep useful to pioneers? Why?  
What happened to the sheep when they were sheared?  
How did the pioneers use the wool from the sheep?

page 106

What things in the photographs tell us that pioneers didn't travel as fast as we do today?  
Why do you think horses needed shoes?

**relate essay topic to  
Unit theme**

Have pupils describe displays of pioneer artifacts in their community. Have them note differences between things used in the home in pioneer days and now.

### **Experience extensions:**

1. If possible, take pupils on a field trip to a pioneer village or a museum that has a display of pioneer artifacts.
2. If possible, borrow kits of pioneer artifacts from a museum. Let pupils examine the artifacts and develop short reports about them.
3. Ask pupils to gather pictures of modern machines and mount them on a chart under the heading "Now."  
Beside each picture, under the heading "Then," have pupils illustrate and label the pioneer machine that the modern machine replaced.
4. If available, show pupils films on various aspects of pioneer life.

### **Workbook Activity, page 42: Reading an informational article Organizing details**

**read an essay**

Have pupils read the article and note the headings in the chart. Have them read each statement in the chart and put an X in the box under the name of each form of lighting that it describes.

**note details**

**organize details**

Check the exercise with pupils. Have pupils explain their choices. Direct pupils to re-examine the article for clarification of ideas.



*During a discussion, do you encourage pupils to ask each other questions?*

# Activity 21

## Participating in a group discussion

### review procedure for group discussion

Have pupils form their discussion groups. Have them review procedures that contribute to an effective discussion.

**Note:** *If you have not already done so, you may wish to have pupils dictate some of their ideas about effective discussion techniques. Record pupils' suggestions on a chart and display the chart for future reference when pupils are evaluating group discussions.*

Before pupils begin the discussion, select one pupil to act as a recorder to write a summary or a list of ideas given during the discussion. Have the recorder develop the list with the aid of the other group members when the "talking" part of the discussion is completed. Provide the recorder with a chart containing the topic to be discussed and the headings "Then" and "Now." Assign one of the following as a topic:

How \_\_\_\_\_ Have Changed  
(cars, airplanes, washing machines, school buildings, telephones, roads, stores)

**Note:** *You may wish to assign a different topic to each discussion group, then have pupils share the results of their discussions.*

### clarify topic

Have pupils clarify the topic before they begin the discussion and then proceed with the discussion. Be sure pupils recognize that "then" refers to pioneer times and "now" refers to today.

### participate in group discussion

### dictate a summary of the discussion

Have pupils dictate a summary of the points discussed. Have the group recorder list the points under the appropriate headings "Then" and "Now."

**Note:** *For some groups you may wish to act as the recorder and have pupils dictate their ideas.*

### evaluate discussion activities

Have pupils evaluate the discussion using the discussion procedure chart as a guide.

**Experience extension:** If pupils are interested in the topic of this discussion, you may wish to develop the idea of change and progress more fully by having pupils gather pictures and additional information about each of the objects suggested in the discussion topic.

**Note:** *It is useful to have pupils regularly evaluate the effectiveness of the group discussion in terms of behaviors that result in good discussion. You may wish to have pupils maintain personal evaluations of their participation in the group discussion. Developing individual evaluation guides for group discussion could be another activity related to the review of procedures for group discussion.*

# Activity 22

## Producing a sentence

### Writing a sentence

**Note:** In previous activities focussing on understanding sentence meaning and elaborating sentences, pupils have had opportunities to examine and change sentences written by someone else. The purpose of this activity is to have pupils produce their own sentences, so that they begin to recognize elements in a written sentence and to become aware of the variety in written forms of sentences.

### write a sentence

Show pupils one object (for example, a pencil, chair, flower, ruler). Have each pupil write one sentence that tells what he/she thinks of when he/she sees the object.

**Note:** Initially pupils may just describe the object, with the result that the sentences produced may be very similar. In giving the assignment directions, stress "writing down something that you think of when you see this object."

### study sentence element

Have several pupils write their sentences on the chalkboard. Guide pupils' study of each sentence, using questions such as the following:

Ask: Are there enough words to let the reader know what the writer is talking about?  
Are the words written in the right order?  
How should the sentence be changed?

### refine sentences

Have pupils who wrote the sentences provide clarification if the above questions are answered negatively. Write in the corrections as pupils dictate them.

### evaluate punctuation

Have pupils study the punctuation used in each sentence and comment upon the appropriateness of the punctuation.

### evaluate sentence content

Have pupils note the different kind of information given in each sentence.

Ask: Did the writer use words that the reader can understand?  
How can the writer change the words so that the reader can understand what is meant?

### clarify sentence content

Have pupils who wrote sentences provide clarification. Write in the changes as pupils dictate them.

**Note:** The following are examples of sentences written about a pencil. But do not use these examples with your pupils. Have them produce their own.

- (i) The pencil is broken.
- (ii) Can I sharpen pencil?
- (iii) That's my pencil!
- (iv) I lost my pencil, on the way to school.
- (v) You with write a pencil.
- (vi) I like big fat red pencil.
- (vii) Is busted

You might have pupils note:

- different beginning words
- statement pattern
- question pattern
- punctuation marks
- words omitted (ii), (vi), (vii)
- insufficient information (vii)
- incorrect word order (v)

## Activity 23\*

Recognizing core vocabulary: made I'm which us each  
together picked next fire  
cut many years those  
stand

1. Before you begin, have the following sentences on the chalkboard or on an overhead transparency:

I'm going to stand next to my friend.

We made those toys together.

The teacher gave each of us a new pencil.

They cut some wood for the fire.

It takes many logs to build a cabin.

Are you nine years old?

The teacher asked us which story we wanted to hear.

read sentences

Have pupils read sentences silently. Have them identify core vocabulary words as you name them.

recognize core vocabulary

2. Have pupils write stories about situations that these core words make them think of:

(i) town hot fire cut many together wind

(ii) people made picked box color watch start

write a story

## Activity 24\*

Reading a group composition

Revising a group composition

read a composition

Have pupils read the composition developed in Activity 5.

evaluate a composition

Have them evaluate the composition, noting features such as organization of topics, clarity of ideas expressed in point form, appropriateness of vocabulary.

revise a composition

Select appropriate items for revision. Have pupils dictate revisions.

**Note:** *If the organization of the composition is to be revised, you may wish to record an outline of the revised organization. Then prepare copies of the original composition for pupils. Have each pupil cut up the copies and organize the content according to the outline developed in the revising activity.*

*Have you had fun with the children today?*

# Activity 25

**“The Great Flood”:** Listening to a story  
Recognizing relationships – time  
Noting details

**Note:** *In this selection pupils should note details that indicate that the story took place in pioneer times.*

recall reader  
selection

Have pupils recall the essay “Pioneer Village” and the discussions about different aspects of pioneer life.

Remind pupils that many pioneers lived on farms, not in villages or towns. Tell them that the story they will hear is about a pioneer family who lived on a farm near the Red River.

attend to a story

On a map of Canada, point out, or have pupils indicate, the Red River. Have pupils listen to the story to find out (i) what happened to the Stewart family and (ii) to note details that indicate the story happened a long time ago.

## THE GREAT FLOOD

There was a fire in the fireplace, but young Betsy Stewart pulled the blankets about her and shivered. She was afraid.

It was cold and black outside, and a high wind blew a driving rain against the little wooden house. Above the wind came the sound of ice cracking in the Red River. What terrible things would the ice do before it melted? Why, Betsy wondered, did her father look so frightened?

She had never before known her father to be afraid of anything. Her father had looked grim when the crops were ruined. He had looked grim when fires had come close to burning the farm. But she had never thought her father would be afraid. This threat of a flood must be a terrible thing.

That morning, the Indians had come to warn the Selkirk settlers of the threat of danger. They had never seen the water in the Red River so high before the ice broke up in the spring.

The warm weather in the spring of 1826 had made the snow melt quickly, and the water was pouring into the river, already blocked with winter ice that was two metres deep. Heavy rains added more water.

It was only a matter of time before the water would pour over the banks and flood the valley with such fury that it would cut down trees like bits of paper. Betsy’s father said that such a flood would carry away all the buildings in the valley.

Betsy heard a loud knock on the door, and her father went to answer it. One of the men from the Hudson’s Bay Company pushed his way into the house.

“Get your horse and cart and your cows,” he gasped. “Head for the hills as fast as you can. The river will be over its banks by morning.”

Before he had shut the door, Betsy’s father and mother were pulling on their heavy woollen clothes.

Betsy saw her mother give a last longing look at the blue dishes she had brought from Scotland. She noticed that the books her father loved to read had not been moved. She knew that she could not ask to take the sleigh that had been built for her last Christmas. Of all the things she owned, this was the one she loved the most.



The family felt their way through the darkness to the barn and hitched the horse to the little cart. The cart had been ready since morning. It could carry only the things they needed most. There were bags of seed potatoes and of wheat; a hoe, and a scythe. These must be kept dry for the planting after the flood. There was food, a cooking pot, blankets, and a gun for use in the camp on the hills.

Betsy and her mother climbed into the cart. Her father would be driving the family's two cows. With the fury of the river growing louder behind them, they started their race against death.

It was a long way across the valley to the hills. The road was bumpy, and the night so black that the animals stumbled. The Stewarts heard other settlers shouting to their horses to go faster, but there was no time to stop, even to offer help. The crashing sounds from the river were getting worse.

A low rumble like thunder had started. Betsy noticed that the rumble grew louder and louder, but she was not prepared for the terrible moments that followed.

It was just as if everything had blown up around her. The earth seemed to shake. The rumble was now a thundering roar. She knew that the crashing river of ice had burst over the banks and was rushing over the settlement.

When they reached the hills the next morning, Betsy was too wet and too tired to care. Her mother wrapped her in a blanket, and she went to sleep.

When she awakened, the rain had stopped. Campfires had been lighted, and the settlers were trying to prepare food.

Betsy stood beside her mother and father, staring down into the valley below. She knew now why her father had been frightened by the threat of a flood. The whole valley was a raging mass of ice and water. It had a fury such as the Red River had never known. The flood carried along everything that had been in its path – trees, fences, chairs, tables, cooking pots, whole buildings, and dead animals.

Betsy looked at her father and mother. Not one of them spoke.

It was a week before Mr. Stewart could make plans for his family. The mass of ice had gone on its way to the sea, and the flood had passed its highest point. The sight of the water slowly going down gave the settlers hope. The flooding water would find its way back into the river, leaving a covering of good earth over the land.

"We should be able to plant a crop of potatoes and wheat after a few weeks," Mr. Stewart said.

"Yes," said Betsy's mother. "But when will we have a roof over our heads again?"

Mr. Stewart stared at his wife and daughter for some time. Then he said, "We must work hard. All things will come if we are patient."

"Do you think I might even get a new sleigh if I am patient?" Betsy asked.

Her father looked hurt. He held his head in his hands for a long time.

Betsy wished that she had not said anything about the sleigh. Her father would think she cared only about herself.

"I'm sorry," she said. "I know you and Mother will never get back your books and your dishes. I can wait for the sleigh."

Her father stood up and looked over the valley. Then he came and put his hand on Betsy's head.

"It will be two more weeks before we can return to the settlement, Betsy," he said. "I think we might find enough wood in the hills to start making a sleigh while we wait."

recognize  
relationships – time;  
cause-effect

### Questions:

What things tell you that this story happened a long time ago?  
What time of year is it in the story?  
Why was Betsy so frightened at the beginning of the story? (Pupils should recognize, as well as the obvious causes, the fear of the unknown and the effect of her father's reaction.)  
What caused the flood?  
Why did the family leave their treasures behind?  
What things did the family take along? (List these on the chalkboard.)  
Why did they take each of these?  
How long did it take the family to get to the hills across the valley?  
What made the trip dangerous?  
What damage had the flood caused?  
What problems did the family face after the flood?

relate story to Unit  
theme

Have pupils discuss what people do nowadays to prevent floods and what they do when a flood does occur.

**Experience extension:** If materials are available, have pupils who are interested gather information about pioneer settlements in the Red River valley.

interpret graphic  
material

### **Workbook Activity, page 43: Interpreting graphic material**

Have pupils study the picture, then answer the questions, using information in the picture.

Check the exercise with pupils. Direct their study of the picture as they identify right and wrong responses.

## Activity 26

### **Writing individual compositions**

Have pupils recall the essay "Pioneer Village" and some pioneer things that are different from things we have and use today.

write words related  
to a topic

1. Have pupils list five words (or more, if they can think of them) that you would use if you were writing about pioneer life in Canada. Provide pupils with some direction by asking questions such as the following:

### **Questions:**

What words tell about how pioneers travelled?  
What words tell about a pioneer house?  
What words tell about work the pioneers did?  
What words tell about things pioneers did for entertainment?

Have pupils share their lists and extend the lists by adding words suggested by their classmates.

2. In another lesson period, have pupils write several sentences telling what they did (for example, yesterday, after school, on a special school trip).

Have pupils suppose that a pioneer child is going to read their paragraphs.

Have them identify words that tell about modern life that a pioneer child might not understand.

Have pupils write an explanation of each word.

Encourage pupils to use illustrations as well as words to explain the terms.

Have pupils share their writing with the group.

### **Checking achievement**

#### **Do pupils**

- apply knowledge of phonic and structure cues?
- contribute to group discussions?
- contribute to group compositions?
- show an interest in reading voluntarily?
- show an interest in writing voluntarily?

#### **Can pupils**

- evaluate their own compositions?
- evaluate their own role in group discussions?
- relate picture and text in informational material?
- follow oral and written directions?
- identify prefixes and suffixes in derived forms?
- note details as they listen?
- recognize time relationships?
- write a letter?
- write a tall tale?
- organize ideas according to topics?

*Good for you!*

# Spelling

## Unit Words

best	catch	would	know	bright
next	watch	wouldn't	write	lights
end			climb	high
went				eight
felt				bought
				through

## Spelling Activity 1

Use *Workbook*, page S16.

**Note:** In Levels 4 and 5 and in the previous units of Level 6 in the **Expressways** program, pupils have been introduced to the *Word Study Procedure – WSP* (see *Spelling Note 7, Unit 52*) – a method of studying words to learn the correct spelling. This activity provides an opportunity for pupils to review this important procedure. Pupils should be encouraged to use *Workbook*, page S16, as a reference to help them develop this pattern of word study as an independent study habit.

Have pupils describe what they do when they need to spell a word.  
List pupils' ideas on the chalkboard.

Have pupils describe what they do to help themselves remember how to spell a word.  
List these ideas on the chalkboard.

Have pupils turn to *Workbook*, page S16. Direct their study of the page by having them compare the steps listed in the *Workbook* with the ones listed on the chalkboard.

Remind pupils to use these procedures when they are writing and when they are learning the spellings of words.

## Spelling Activity 2

best  
next  
end

went ←  
felt

1. Use the pretest procedure with the words at the left.
2. Dictate the following words to extend the spelling list:

rest	tent	nests	ended
pest	belt	bend	ending
test	me	lend	bent
west	text	send	rent
best	sent		



## Spelling Activity 3

1. Say: best, next, end, went, felt

Ask: What vowel sound do you hear in each word?  
What vowel letter would you use?

2. Write p\_\_\_st on the chalkboard.

Say: pest

Ask: What vowel sound do you hear in pest?  
What vowel letter would you use to represent that sound?

Repeat the procedure with past and post.

Dictate the words at the left.

Have pupils check the spelling.

pest  
past

post ←

Use the same procedure with the words at the left.

**Workbook Follow-up: page S17**

Have pupils complete the page independently and then check the results.

bend  
band  
bind  
bond  
mend  
mind

blend  
blond  
blind  
bland

## Spelling Activity 4

catch watch ←

1. Use the pretest procedure with the words at the left.

Have pupils note that the consonant letter t represents no sound.

Have them note the sound represented by the vowel letter a in each list word. (catch - /a/, a; watch - /o/, a).

2. Dictate the words at the left to extend the spelling list.

patch  
snatch  
scratch  
latch

watched ←

snatching

catching

latching

## Spelling Activity 5

would wouldn't ←

1. Use the pretest procedure with the words at the left.

Have pupils note that the consonant letter l represents no sound. Have them review the term "apostrophe."

2. Dictate the words at the left to extend the spelling list.

could  
should

couldn't ←

shouldn't

**Workbook Follow-up: page S18**

Discuss the directions with the pupils and have them complete the page independently.

Have pupils proofread their story completions and then check the spelling.

Note any misspelled list words and use them in follow-up lessons.

## Spelling Activity 6

1. Use WSP with any words misspelled in the pretest Activities 4 and 5.
2. Dictate the following sentences:  
I went to the show.  
My best friend sat next to me.  
We saw a cat catch a mouse.  
Would you watch my dog?

Write the sentences on the chalkboard.

Under your supervision, have pupils check their writing.

## Spelling Activity 7

know  
write

climb ←

1. Use the pretest procedure with the words at the left.  
Use know and write in sentences.

Have pupils identify consonant letters that represent no sound.

blow  
show  
crow  
snow  
row  
mow  
low

grow ←

slow

bow

bite

kite

white

2. Dictate the words at the left to extend the spelling list.

## Spelling Activity 8

1. Use WSP with any words misspelled in the pretest Activity 7.
2. Dictate the following sentences:  
Can you write a note?  
Do you know where to go?  
Can you climb a tree?

Write the sentences on the chalkboard.

Under your direction, have pupils check their writing.

### Workbook Follow-up: page S19

Be sure pupils understand the directions.

Have them complete the exercise independently.

When checking the exercise, remind pupils of the importance of careful letter formation in developing accurate spelling.

## Spelling Activity 9

bright ←  
lights

1. Use the pretest procedure with the words at the left.  
Have pupils note that the consonant letters gh represent no sound.

- right sight ← 2. Dictate the words at the left to extend the spelling list.  
 night light  
 might lighting  
 fight brighter  
 fright brightest  
 tight

## Spelling Activity 10

- high eight ← 1. Use the pretest procedure with the words at the left.  
 Have the pupils note the silent letters g and h in each word.  
 Have them note the sound represented by the vowel combination ei in eight. (/ā/, ei).  
 higher weight ← 2. Dictate the words at the left to extend the spelling list.  
 highest freight  
 sigh

## Spelling Activity 11

- bought ← 1. Use the pretest procedure with the words at the left.  
 through Have pupils note the silent gh in each word.  
 Have them note the sounds represented by the vowel combination ou in each word. (bought – /o/, ou; through – /ū/, ou)  
 thought brought ← 2. Dictate the words at the left to extend the spelling list.  
 fought sought 3. Use WSP with any words misspelled in the pretests in Activities 9, 10, and 11.

**Workbook Follow-up: page S20.**

Discuss directions with pupils.  
 Have them complete the exercise independently.

## Spelling Activity 12

### Assessment

- best know ← 1. Dictate all the words from the unit list.  
 next write Check pupil spelling and reteach where necessary.  
 end climb  
 went bright  
 felt lights  
 catch high  
 watch eight  
 would bought  
 wouldn't through 2. Have pupils enter any misspelled words in their personal record on *Workbook* page S32.

# Unit 56

## Theme: Accepting Responsibility

LISTENING	SPEAKING	READING	WRITING
<b>Activity 1</b> Listening to a story	Reacting to story ideas	<b>Workbook Activity, p. 44:</b> Recognizing relationships: cause-effect <b>Activity 2*</b> Understanding alphabetical order <b>Workbook Follow-up, p. 45:</b> Assessment — Understanding alphabetical order	Write words
Considering ideas of classmates <b>Activity 4</b> Understanding word structure: auditory recognition of syllables <b>Workbook Follow-up, p. 46:</b> Assessment — Recognizing syllables	Responding to ideas in a story Naming pictures <b>Activity 5</b> Participating in a group discussion	<b>Activity 3</b> <i>Handstands</i> , pp. 107-113: Reading a story	
Considering ideas of peers	Discussing meanings <b>Activity 7*</b> Expanding sentences	<b>Activity 6</b> <i>Workbook</i> , p. 47: Using the context	
		Reading sentences <b>Activity 8</b> Understanding word structure: root ending in e <b>Activity 9</b> <i>Handstands</i> , pp. 114-120: Reading a story <b>Workbook Activity, p. 48:</b> Making predictions	Writing expanded sentences
Considering ideas of peers	Reacting to story ideas		Writing story endings
Considering ideas of peers	Discussing Unit theme	Reading a composition	<b>Activity 10</b> Writing a group composition



	<b>Activity 11*</b> Developing vocabulary words that depict emotion	Workbook Follow-up, p. 49: Recognizing emotional reactions	
	Discussing poem	<b>Activity 12*</b> <i>Handstands</i> , p. 121: Reading a poem	
	Evaluating sentences	Reading sentences	<b>Activity 13</b> Writing sentences—statements and questions
Listening to peers	Reacting to story ideas	<b>Activity 14</b> <i>Handstands</i> , pp. 122-129: Reading a story Workbook Follow-up, p. 50: Making inferences	
	Dictating revisions	Reading a composition	<b>Activity 15*</b> Revising a group composition
	Making an oral presentation	<b>Activity 16*</b> Recognizing core vocabulary <b>Activity 17</b> Reading orally to convey emotion	
<b>Activity 18</b> Listening to a poem	Discussing a poem	Reading a story	Workbook Activity, p. 51: Writing story parts
	Pronouncing words	<b>Activity 19</b> Associating sound and symbol: a followed by l, u, w Workbook Follow-up, p. 52: Assessment—Applying phonic knowledge	
Listening to peers	Responding to ideas in poem	<b>Activity 20</b> <i>Handstands</i> , pp. 130-132: Reading a poem Workbook Follow-up, p. 53: Interpreting cartoons	Writing captions
	Evaluating a composition	Reading a composition	<b>Activity 21</b> Writing individual compositions
<b>Activity 22</b> Listening to a story	Responding to ideas in a story		
	Discussing elements of a play	Reading a story	<b>Activity 23</b> Workbook, pp. 54-55: Writing a play

## INDEPENDENT ACTIVITIES

1. Have pupils who need the extra practice use relevant pages from the *Phonics Workbook*.
2. Tape-record some of the pupils' favorite stories. Have pupils listen to the recordings and then present dramatizations of the plays.
3. Have pupils make puppets of story characters and prepare a puppet presentation for sharing with the group.
4. Schedule time each day for pupils to read poetry, stories, and books from the library collection.
5. Have pupils reread group compositions and revise selected features, such as substituting other words for "said," adding more descriptive language, and so on.
6. Have pupils work in pairs to proofread stories written, using words from the spelling lists.
7. Have pupils translate "The Runaway Snowblower" into cartoon format.
8. Have pupils collect pictures of safety signs and make a display of them.
9. Present a series of situations on cards. Have pupils write or tell what their reaction to the situation would be. Examples: What Would You Do?
  - (i) You are buying the last pack of gum at the variety store. Just as you reach for it, another child reaches for it, too. You both touch the gum at the same time.
  - (ii) You and a friend are playing ball on the street. You know you should be in the park. The ball accidentally hits a neighbor's window.
  - (iii) You are babysitting your little brother. A friend comes over and asks you to come out and try her new skate-board.
10. Have pupils write stories relating other adventures of Kalenga's magic cooking pot.
11. Have pupils work in small groups to play an association game using words from the core vocabulary. Provide pupils with cards on which core vocabulary words are written. Have one pupil read each core word. As each core word is read, have other pupils write down the first word they think of. (For example, core word is cut. Pupil responses might be knife, scissors, finger, tree, grass, blood, and so on). Have pupils share their responses and then discuss the association between the core word and their responses.

## BOOKS TO READ

1. *Michael Is Brave*, Helen Buckley (Lothrop, Lee & Shepard)  
Michael overcomes his fear of the slide by helping a little girl overcome hers.
2. *The Mousewife*, Rumer Godden (Viking – Seafarer)  
Mousewife, moved by friendship and compassion, decides to free a captive dove.
3. *Big Horse, Little Horse*, Martha Goldberg (Scholastic)  
Mateo is sad when his family must sell the horse Panchita, but he learns to make clay horses and help his family out.
4. *Dorrie and the Goblin*, Patricia Coombs (Lothrop, Lee & Shepard)  
Dorrie the witch helps out by goblin-sitting for the goblin found in a laundry basket.
5. *Evan's Corner*, Elizabeth Starr Hill (Holt Owlet)  
Evan learns how to make a little corner for himself in his family's crowded flat, and how to help someone else.
6. *Honky the Christmas Goose*, Chip Young (Clarke, Irwin)  
Honky, an overweight goose who can't honk, loses weight and saves the day for Santa.

# Activity 1

“Kalenga and the Magic Cooking Pot” – Listening to a story  
Making judgments  
Recognizing relationships – cause-effect

Tell pupils that the story they will hear is about a very lazy boy who discovers a magic pot.

Read the story and ask the questions that follow each section.

**Note:** The following specialized terms are used in the story:

sadza – porridge (Sadza forms part of the African’s staple diet.)

mealies – corn

kraal – corral

badza – hoe

attend to a story

recognize  
relationships –  
cause-effect

make judgments

## KALENGA AND THE MAGIC COOKING POT

Once upon a time, in Africa long ago, there lived a lazy man called Kalenga. His good mother fed him and looked after him, although he was quite old enough to work and provide for himself and for his mother too.

But Kalenga would not work. He sat under a Msasa tree all day, tossing pebbles into the air and catching them. He was so lazy that if the pebbles fell out of reach, he would let them lie and call to a passing child to fetch him another handful.

One evening, the sun went down and the stars came out and the crickets were making humming noises in the grass, yet Kalenga’s mother did not come home to prepare their evening meal.

Kalenga was too lazy to get up and look for her, so he sat where he was, growing more and more hungry and cross as time passed.

At last, his old mother limped out of the shadows. “Where have you been?” he demanded angrily. “What a chatterbox you are, always wasting time gossiping with the other women! Where is my food?”

“Kalenga, my son,” cried his mother, greatly excited, “what I have just seen you will never believe! A magic cooking pot! There is a stranger in our village with a pot that never empties. It does not matter how many people eat from it, there is always more sadza!”

“This I must see,” said Kalenga. He rose to his feet and hurried down the beaten path to the bright fire that flickered outside the Headman’s hut. Kalenga joined the other people who had gathered in the darkness to eat the Stranger’s mealie-meal porridge.

Kalenga looked for a shining magic pot and felt sad when he saw the plain black cooking pot that sat over the flames.

The owner of the pot wore a leopard skin cloak and a skirt of monkey skins dangled to his knees. He had a proud dark face and glittering eyes.

“Has everyone eaten?” he asked, looking at the shy group of people in the firelight.

There was nothing shy about Kalenga.

“I haven’t eaten,” he cried, pushing his neighbors aside.

“Help yourself,” said the Stranger hospitably.

Kalenga looked at the pot.

**Questions:**

- Why didn't Kalenga work?
- Do you think his mother should have waited on him?
- Why was Kalenga disappointed when he saw the magic cooking pot?
- What do you think Kalenga will do next?
- Do you think Kalenga had many friends?

"I should steal this pot. Then I would never have to work," Kalenga thought. He stooped and, instead of scooping up a handful of sadza, he grabbed the pot. And the pot grabbed him. With a lightning movement, the Magic Cooking Pot closed over Kalenga's left hand.

"Ow!" screamed Kalenga.

"Yoh!" cried the startled villagers, and they fled.

Kalenga howled with pain. "It's biting me! Take it off!" he screamed.

The Stranger's dark eyes glittered. For a moment he stood and looked at Kalenga with a faint, contemptuous smile on his lips. Then he swirled his leopard skin cloak around himself and vanished. Kalenga was left alone with the Magic Cooking Pot clamped over his hand. He shook it, but it closed tighter.

"Mother!" screamed Kalenga.

But his mother hid in her hut. She was afraid to come out. And, as Kalenga had not bothered to make any friends in the village, nobody came to help him.

"Stop your howling and let us go to bed," said the Cooking Pot.

"My mother has closed the door of her hut, and I do not have a hut of my own," stammered Kalenga.

"Very well. In the morning, you shall build yourself a hut," said the Pot. "In the meantime, we will sleep under that tree."

"Yes," said Kalenga. He was so frightened that he could not get to sleep for a long time. Finally he fell asleep just before dawn. A few minutes later the Pot shook him.

"Wake up!" cried the Pot.

The sun came up over the sparkling veld grass, and Kalenga woke up shivering. He eyed the Pot with distaste.

"Well, what are you waiting for?" demanded the Pot. "Get your axe and start chopping down trees for our hut."

"I'm too tired to work today. I didn't sleep at all last night," protested Kalenga.

Straight away he felt a burning fire bite into his hand, as if the porridge in the pot had suddenly become boiling hot.

"Ow!" screamed Kalenga.

"Get busy," ordered the Pot.

**Questions:**

- Why did Kalenga want to steal the pot?
- Why do you think the stranger disappeared?
- Why didn't anyone come to help Kalenga?
- How do you think Kalenga felt about the magic pot?
- Do you think Kalenga will keep the pot?

So Kalenga knocked on the door of his mother's hut and borrowed her axe, and he spent the day chopping down Msasa trees and trimming the branches and twigs off them to make poles for his hut. Since he had never done this before, he made mistakes, and each time that he did



something wrong, the porridge in the Pot became boiling hot and burned his hand.

When his mother brought him some food that night, Kalenga was too tired to eat it.

"Sleep!" ordered the Pot. "You must get up early tomorrow morning."

The next day Kalenga sweated under the boiling sun that blazed down on his bare brown back. He dug post holes and trimmed some bark to make the twine to tie the poles together.

"Keep going, keep going," urged the Pot, every time Kalenga stopped to rest.

At last, when he had lost count of the days, Kalenga finished his hut. He tied the last bundle of yellow thatch grass in place on the roof, and slid to the ground.

"Now may I rest?" he asked.

"NO," said the Pot. "Now you must build a kraal for a black cow and three brown goats. Get busy!"

Kalenga got busy. He knew if he argued he would get his hand burned again. It was hard work using just one hand, and nothing was ever right; the Pot criticized everything Kalenga did and made him do it over again until he got it right.

"It is no use digging such shallow post-holes," said the Pot. "The cow will knock the fence down. Then she will get into the field and eat the mealies. Take the pole out and dig the hole deeper."

Meekly Kalenga pulled out the pole and dug a deeper hole. He had discovered that it was easier to do things properly the first time.

Kalenga finished the kraal and went to sleep early. When he woke up the next morning, he stepped out of his hut into the new sunlight and found a black cow and three brown goats browsing on the leaves inside his new kraal.

"Have I finished now?" asked Kalenga hopefully.

"You have only just begun," said the Pot. "Put the cows and the goats out to graze, and then start digging up the land behind your hut."

So Kalenga dug all day. The red earth had baked hard, and each stroke of the *badza* jarred his arm all the way up to his shoulder. That night he ached all over and could hardly eat the food his good mother brought him.

"Wake up! Get busy!" cried the Pot the next morning. This went on for days, until the ground was dug and raked and planted with mealie seeds. Then the November rains came, and the rows of green mealie plants pushed up through the rich red earth.

#### **Questions:**

Why did Kalenga keep working?

Why didn't Kalenga argue with the pot?

Why did Kalenga dig the post-hole twice?

What had Kalenga learned?

How do you think Kalenga felt when he saw his plants growing?

Kalenga grew interested in the crop and weeded it without prompting from the Pot. He looked after the black cow and three brown goats, and one day he whistled on his way to work.

"Well, at last!" said the Magic Pot. "I have been waiting for this! Now, Kalenga, the hut is yours. The black cow and the three brown goats are yours. You have a fine crop of mealies growing. You won't need me any longer."

Kalenga looked at his sturdy hut, with its brown mud walls and its yellow thatched roof. He looked at his rows and rows of dark green plants gleaming in the sunlight with the rich red rows of earth between. He looked at his contented cow and his fat brown goats.

"I think I will build my good mother a new hut," said Kalenga. "And then I shall look for a bride."

"Good fortune be with you," said the Magic Pot, and it dropped from Kalenga's hand and vanished.

Kalenga looked at his hand. It was just as good as ever, and he heaved a great sigh of contentment.

Somewhere in the distant blue hills, a Stranger in a leopard skin cloak strides along the winding bush paths, his Magic Cooking Pot under his arm, waiting for another lazy, greedy man to steal the Pot.

— Penelope Horton

#### Questions:

- Why didn't Kalenga need the pot anymore?
- How do you think the people in the village would feel about Kalenga now?
- How did Kalenga feel when the pot vanished? Why?
- Do you think Kalenga learned anything from the pot?

**Note:** *You may wish to do the following section in another class period.*

#### use context to find word meaning

Reread the sentences in which words are underlined and have pupils use context to discover the meanings.

Guide pupils' use of context cues by using questions and comments that focus attention on cues within the selection and cues from their own experience.

1. He rose to his feet and hurried down the beaten path to the bright fire that flickered outside the Headman's hut.

beaten

Where did the path go?

Would people be likely to use the path a lot?

What happens to a path when many people use it?

What other words can you use to explain beaten?

(walked on a lot, smoothed down, hard)

2. When he woke up the next morning, he stepped out of his hut into the new sunlight and found a black cow and three brown goats browsing on the leaves inside his new kraal.

browsing

What did Kalenga see in the kraal?

Were there any plants in the kraal?

What do cows and goats do with plants?

Have pupils note that in this context browsing means feeding or grazing. You may also wish to check on pupils' understanding of the word grazing.

3. With a lightning movement, the Magic Cooking Pot closed over Kalenga's left hand.  
 "Ow!" screamed Kalenga.  
 "Yoh!" cried the startled villagers and they fled.

startled

What happened when Kalenga grabbed the Magic Pot?

Did the people expect that to happen?

How do you feel when something unexpected happens?

What other words can you use to explain startled?  
 (surprised, frightened)

In another lesson period, use the following examples (words that are circled) with pupils who need additional instruction in using context cues to give word meanings:

(i) flickered See sentence 1.

(ii) distaste He eyed the Pot with distaste.

(iii) protested "I'm too tired to work today. I didn't sleep at all last night," protested Kalenga.

(iv) urged "Keep going, keep going," urged the Pot, every time Kalenga stopped to rest.

(v) criticized It was hard work using just one hand, and nothing was ever right; the Pot criticized everything Kalenga did and made him do it over again until he got it right.

(vi) meekly Meekly, Kalenga pulled out the pole and dug a deeper hole. He had discovered that it was easier to do things properly the first time.

relate story idea to  
Unit theme

Have pupils relate story to the unit theme "Accepting responsibility" by discussing how the magic pot affected Kalenga's behavior.  
 Have pupils note personal experiences in which they have learned that it's better to do something properly the first time.

read a story

**Workbook Activity, page 44: Recognizing relationships –  
cause-effect**

recognize  
relationships –  
cause-effect

Have pupils read the story and match the sentence beginnings with the appropriate completions.

## Activity 2\*

**Understanding alphabetical order**

- Have pupils review the alphabet.  
 Check pupils' ability to recall alphabetical sequence by asking:  
 Which letter comes before \_\_\_\_\_?  
 Which letter comes after \_\_\_\_\_?

recite the alphabet

recall alphabetical  
sequence

2. Before you begin the lesson, have the following lists of words on the chalkboard:

goose	kite	rubber
harpoon	man	under
farm	nose	truck
elephant	long	snow
doll	over	very

Have pupils arrange each list of words in alphabetical sequence.  
Provide additional practice as required by individual pupils.

understand  
alphabetical order

follow written  
directions

### **Workbook Follow-up, page 45: Assessment – Understanding alphabetical order**

Have pupils complete the page independently.

Check the page with pupils. In addition to noting pupils' understanding of alphabetical order, use this exercise to check on pupils' ability to interpret written directions accurately. Note pupils who made errors because they did not follow the directions correctly.

## **Activity 3**

### **Handstands, pages 107-113: Reading a story – “The Reed Whistle”**

**Interpretation skills:** Predicting outcomes  
Recognizing relationships – cause-effect

*The skill of predicting outcomes requires that the reader become involved with the action of the story and anticipate what will happen next. Pupils should be able to express predictions and cite information that helped them to make the predictions. In recognizing cause-effect relationships, the reader must understand the interdependence of events in a selection. At this level, pupils should be guided in noting that one event causes another and that the effect may, in turn, become the cause of the next event.*

#### **Core Vocabulary**

**Unit** – things    such

**Review** – never    thought

#### **Application of known phonic and structural principles**

biggest    slipping    hidden;  
buried    happily    steadily;    silently    eagerly

#### **Preparation for reading**

Have pupils locate title on Contents page. Have them relate the title to the illustration and use the illustration to establish the setting of the story.

Tell pupils that this story is about an African boy whose grandfather teaches him a lesson about keeping a secret.

Have pupils speculate on what the reed whistle might have to do with the secret.

use Contents

interpret  
illustrations

make predictions



read a story

make predictions

### Guiding the reading

Have pupils read the story silently.

To assist pupils in making predictions as they read, have these questions on the chalkboard before the pupils read the story:

#### Questions:

page 108 – Does Samu know how to keep a secret?  
– Will Samu keep the secret?

page 109 – Will Mylos discover the secret?

page 112 – Who took the ivory tusks?

page 113 – Will Samu keep a secret the next time he hears one?

Have pupils note the page references and read the questions. Tell them to make predictions based on the questions as they read the story, and then check their predictions as they read the next part of the story.

Observe pupils during the silent reading and provide assistance in the use of context cues as required.

discuss predictions

recognize  
relationships –  
cause-effect

Have pupils discuss briefly the accuracy of their predictions and the information they used in making their predictions.

Guide the interpretation of the selection, using questions and comments that require the pupils to recognize cause-effect relationships.

#### Questions:

Why did Samu's grandfather tell him a secret?  
Why did Samu not stop to talk to his best friend?  
Why did Mylos follow Samu?  
Why did Mylos stop following Samu?  
Did Samu realize that he was telling the secret?  
Why did Samu's grandfather take the tusks?  
How did Samu's grandfather treat him? Why?

relate story to Unit  
theme

Have pupils relate the idea in the story to the unit theme "Accepting responsibility."

Ask: Did Samu really tell the secret?  
What did Samu learn about secrets?

express personal  
ideas about story  
topic

Have pupils relate the topic of the story to their personal experience by discussing what they think a secret is and the ways to keep a secret.

Guide pupils in the use of context cues to discover the meaning of each underlined word in the following sentences from the story.

**Note:** Encourage pupils to respond to the ideas expressed by their peers during this activity.

1. "I promise to keep your secret, if you will trust me with it, Grandfather," the boy said eagerly. (p. 108)

trust

What was Samu's grandfather going to tell him?

Do you tell secrets to everyone?

What kind of person do you tell secrets to?

What other words can you use to explain trust? (rely on, depend on, believe in, have faith in)

eagerly

How did Samu feel about being told a secret by his grandfather?  
Did he want to wait a long time to hear the secret?  
What other words can you use to explain eagerly?  
(wanting very much, anxious to get something)

2. Samu went away bursting with pride because his grandfather had trusted him with a secret. (p. 109)

bursting with pride

Did Samu think his grandfather was an important person?  
How would you feel if an important person told you a secret?  
Why would it be difficult to keep such a secret to yourself?  
What other words can you use to explain bursting with pride? (feeling very proud, feeling very good about yourself, showing great pleasure, feeling very honored)

3. The biggest baboon, who had silky fur and a disdainful expression, decided to find the treasure himself, so he led his troop of baboons to find the ivory tusks. (p. 112)

disdainful

What did the baboon decide to do?  
Why did the baboon think that he would be able to get the ivory tusks?  
Do you think the baboon thought highly of himself? Why?  
What other words can you use to explain disdainful? (looking down on others, snooty, scornful, thinking he's better than anyone else)

Select other examples for use with pupils who need additional instruction in using context cues.

## Activity 4

### Understanding word structure – auditory recognition of syllables

review auditory  
recognition of vowel  
sounds

1. Say the following words:

Have pupils identify the vowel sound in each word.

pen	find	sold	me	sky	rock
tub	sit	cat	dog	plate	cube

Have pupils note that only one vowel sound is heard in each word.

2. Say the following words:

Have pupils indicate how many vowel sounds are heard and identify the vowel sounds.

open	pillow	nineteen	wheel	slowly
box	funny	fancy	bike	say

*During a discussion, do you encourage pupils to ask each other questions?*

recognize syllables

use term “syllable”

3. Introduce the term syllable.  
Tell pupils that each word or part of a word in which we hear one vowel sound is called a syllable.

Write syllable on the chalkboard and have pupils pronounce it.

Say the following words:

home	children	people	day
school	secret	stop	begin

Have pupils tell the number of syllables in each word.

Have pupils review the term syllable.

understand word  
structure – auditory  
recognition of  
syllables

### **Workbook Follow-up, page 46: Understanding word structure – auditory recognition of syllables**

Have pupils name each picture and think how many vowel sounds there are in each. Then have them write a numeral on the line to indicate the number of syllables.

Check the page yourself to identify pupils who need extra teaching and practice.

## **Activity 5**

### **Participating in a group discussion**

Have pupils form discussion groups.

If possible, have pupils tape-record the discussion.

Assign one of the following topics for discussion:

- (i) There is a new pupil at school. A gang of older pupils is planning to pick a fight with this pupil at the bus stop.

#### **Questions:**

Who could help the new pupil?  
What should you do?

- (ii) A visitor has brought some valuable things to show your class. The pupils have been told to handle the objects very carefully because they are breakable. During recess, one of the things gets broken accidentally.

#### **Questions:**

How might the visitor react?  
Who should explain what happened?  
What can the pupils do to replace the object?

- (iii) Is it important to keep a secret?

- (iv) Is it important to keep a promise?

participate in a  
group discussion

share ideas from  
discussion

Have pupils clarify the discussion topic and briefly review the principles of effective group discussion.

After each group has discussed the topic, have pupils share their suggestions for the problems.

## evaluate discussion procedures

In another lesson period, have pupils listen to the tape of the discussion. Guide their evaluation of discussion techniques, noting features such as:

- staying on the topic
- listening to and responding to the ideas of classmates
- summing up the ideas expressed by different members of the group

**Note:** Discussion topics requiring analysis or supplying reasons for evidence may sometimes be answered in a constricted either/or way that inhibits qualification and refinement of ideas. Provide pupils with suggestions for amending a statement to achieve greater clarification. For example, pupils might be requested to supply more information, such as limiting words, expressions of time, place, manner, and statements of conditions. Pupils at this level will still require considerable guidance in discussion situations. Your role in the discussions should be one that enhances the pupils' contributions and makes them more aware of the procedures that result in effective discussion.

## Activity 6

**Workbook, page 47: Using the context – synonym or definition in appositive form**  
**Recognizing the comma**

**Note:** In some sentences a word may be defined by an appositive. In most sentences appositives are set off by commas. Pupils should recognize that the commas may indicate words that will help them define an unfamiliar word. At this level, pupils do not have to be familiar with the term "appositive." It is important, however, that they recognize and use the cues provided by words in apposition.

read sentences

identify words

use appositives to  
define words

Direct pupils' study of the following sentences.

Have pupils:

- read each sentence
- identify the underlined word
- locate the commas and circle the words set off by commas
- relate the words between the commas to the underlined word
- define the underlined word

Guide pupils' discussion of each example, using questions such as the following:

1. The river reeds, tall hollow stalks of grass, heard Samu's secret and began to whisper to each other, "Secrets! Secrets! Secrets!"

**Questions:**

reeds

What heard Samu's secrets?

Which words in the sentence explain "reeds"?



2. The rapids, a swift-flowing rocky part of the river, are very dangerous for the salmon to swim through.

**Questions:**

rapids

What is dangerous for the salmon to swim through?  
Why are the rapids dangerous?  
Which words in the sentence explain "rapids"?

3. Kate's father made a clearing, an open space in the forest, for the new log cabin.

**Questions:**

clearing

What was Kate's father going to build?  
Where was he going to build the cabin?  
Which words in the sentence explain "clearing"?

Have pupils complete the exercises independently.

Have them read each set of sentences, then write an answer for the question.

Check the exercise with pupils.

Have pupils discuss how they arrived at their answers.

## Activity 7\*

### Expanding sentences

read sentences

expand sentences

dictate descriptive words

dictate ideas that indicate time, space, place relationships

1. Before you begin the lesson, have the following sentences on the chalkboard:

(i) The children laughed.

(ii) We play ball.

Have pupils expand each of the sentences by adding words, phrases, or clauses.

With sentence (i) have pupils:

- add words that describe the children; for example, little, noisy, happy, naughty
- add words that tell when the children laughed
- add words that describe how the children laughed
- add words that tell what the children laughed at

With sentence (ii) have pupils:

- add words that tell when they play ball
- add words that tell where they play ball

**write expanded sentences**

2. Have pupils complete the activity in their notebooks.

Have them write expanded forms for the following sentences:

- (i) The boy could hear the sounds.
- (ii) The girl and her dog started for the woods.

## Activity 8

### Understanding word structure – root word ending in e

**identify inflected forms**

Before you begin the lesson, have the groups of words for each step on the chalkboard.

**identify root words in inflected forms**

#### Step 1

walk	walks	walked	walking
stop	stops	stopped	stopping

Have pupils:

- identify the root word in each inflected form
- note in which root words there is a change

**identify root words ending in e**

#### Step 2

bake	bakes	baked	baking
hope	hopes	hoped	hoping
move	moves	moved	moving

**form generalization – finale e dropped before adding -ed, -ing**

Have pupils:

- read each group of words
- note that the final e of the root word is dropped before adding -ed or -ing
- note that in root words such as bake, hope, move, final e must be dropped before adding -ed; otherwise the word would be spelled “bakeed.”
- generalize that the final e is dropped before adding -ed and -ing.

**identify inflected endings**

#### Step 3

having	named	coming	writing
lived	riding	making	roped

**identify root words ending in e**

Have pupils:

- underline each ending
- write the root word beside each inflected form

# Activity 9

**Handstands, pages 114-120: Reading a story – “The Runaway Snowblower”**

**Interpretation skills:** Predicting outcomes  
Recognizing relationships – cause-effect

(i) Predicting outcomes. Pupils at this level should be encouraged to anticipate events that are likely to occur in the story. They should also be made aware that predictions are based first on information in the story and second on personal experience. With this point in mind, pupils should check predictions carefully. (ii) In recognizing cause-effect relationships, pupils should be noting how events in the story are related and interdependent. They should also be guided in recognizing how story characters influence events, and how, in turn, events will affect the characters.

## Core Vocabulary

**Unit** – show   been   into   letter

**Review** – thought   wait   hear   through

## Application of known phonic and structural principles

snowball   sidewalk   snowblower   grandfather's   snowbank  
clothesline   afternoons;   half   walks   saw   lawn

## Preparation for reading

Have pupils locate the title on the Contents page.

Have them make predictions about things that might happen with a runaway snowblower.

## Guiding the reading

Have the following questions on the chalkboard before pupils begin reading the story:

### Questions:

pages 114-115 – Will Janet use the snowblower?

page 116 – What will happen if Janet doesn't get control of the snowblower?

page 119 – Will Janet be punished?

Have pupils note the page references and read the question. Tell them to make predictions based on the questions as they read the story and then check their predictions as they read the next part of the story.

Have pupils read the story silently.

Observe pupils during the silent reading, noting whether they pause to consider predictions. Provide assistance in the use of context cues as required.

Have pupils share their responses to the prediction questions listed on the chalkboard.

Have them refer to information in the story that helped them make their predictions.

use Contents

make predictions

read a story

make predictions

share predictions

check predictions

To bring out cause-effect relationships, use the following:

**recognize  
relationships –  
cause-effect**

**Questions:**

- Why couldn't Janet join her friends at the show?
- Why did Janet want to use the snowblower?
- Why did Janet think she could handle the snowblower?

Have pupils summarize the chain of events that resulted when the snowblower ran away.

**relate story topic to  
Unit theme**

Have pupils relate the story to the unit theme "Accepting responsibility."

Have them discuss the following:

**make judgments**

**Questions:**

- Do you think Janet should have tried to use the snowblower?
- What do you think the people on the street thought about Janet?
- What do you think her parents thought?
- How do you think Janet felt about what happened?

**sense emotional  
reactions**

**Experience extension:** Have pupils review the form of a letter (see Unit 55, Activity 14). Have them suppose that they had Janet's experience with the snowblower. Have them write a letter to one of the following:

- your grandfather
- your big sister who is away at school
- a neighbor

Have pupils discuss the different kinds of information that would go in each letter.

**make predictions**

**Workbook Activity, page 48: Predicting outcomes  
Writing story endings**

**write sentences**

Have pupils read each story beginning, then write what they think will happen next.

Check the exercise with the pupils. Have them share their predictions. Have them evaluate the reasonableness of their predictions by using:

- information in the story
- personal experience

## Activity 10

**Discussing the Unit theme, Accepting responsibility  
Writing a group composition**

**recall Unit theme**

Have pupils recall the story "The Runaway Snowblower" and the discussion about responsibility.

**relate theme to  
personal experience**

Have them give other examples of situations in which they had to accept responsibility.

**dictate sentences  
for recording**

Have pupils select one situation and dictate a beginning for a composition. Have the group finish writing the composition independently. Before pupils begin dictating sentences for recording, you may wish to have them



dictate some of the key ideas to be included in the composition. List these ideas on the chalkboard and have pupils consider how the ideas will be organized in the composition.

**read composition orally**

Have pupils share the compositions developed by the group.

## Activity 11\*

### Developing vocabulary – words depicting emotion

**recall story situations**

Have pupils recall the following story characters and describe how the characters felt in each of the situations.

**recall emotional reactions of a story character**

Write the name of each character and situation on the chalkboard. As pupils describe the character's feelings, write the words depicting emotions on the chalkboard.

#### Questions:

- (i) How did Troll feel when he discovered his loose tooth?  
(worried, upset, scared)  
How did Troll feel about Mole's way of pulling the tooth?  
(doubtful, anxious, unsure)
- (ii) How did Mary Emma Banburybun feel when she said "No"?  
(nervous, anxious)  
How did her relatives feel about doing all the work in the castle?  
(grumpy, annoyed, aggravated, furious)
- (iii) How did Pauloosie feel about the harpoons his class made?  
(proud, pleased, delighted, excited)

Have pupils discuss the meanings of the words they suggest. Guide them in using a variety of words to describe emotions and to note the shade of meaning.

### Workbook Follow-up, page 49: Recognizing emotional reactions

**read sentences**

Have pupils read each sentence, then mark an X beside the word that tells how the person felt.

**recognize emotional reactions**

Have pupils discuss their answers in the group.

## Activity 12\*

### Handstands, page 121: Reading a poem – "Winter Is Tacked Down"

**use Contents page**

#### Interpretation skill: Forming sensory impressions

**relate title to personal experience**

Have pupils locate title on Contents page and tell what the title makes them think of.

**make inferences**

**note details**

**form sensory impressions**

**read a poem**

Read the poem.

Ask: Do you think that a lot of snow fell?

What ideas in the poem tell that the writer is pleased that winter has arrived?

Have pupils follow in their books as you reread the poem.

Have pupils describe what they see when they read:

- the green lawn is whiskered with white
- wad it, pack it tight
- tacked a snowball to the trunk of a tree

Have pupils reread the poem silently. Have individuals read it orally.

## Activity 13

### Writing sentences – statement and questions

**Note:** *The purpose of this activity is to direct pupils in producing statements and then changing the statements into questions. For pupils who are having difficulty with written expression, you may wish to provide additional lessons like those in Unit 55, Activity 22.*

**write a sentence**

1. Show pupils an object (for example, crayon, ball, frisbee, pencil holder) Have each pupil write one sentence that tells what he/she thinks of when he/she sees the object.

Have individual pupils write their sentences on the chalkboard.

**study sentence elements**

Guide pupils' study of each sentence, directing their attention to:

- suitability of words
- correct order of words
- appropriate punctuation

**recognize question pattern**

Have pupils identify sentences that are questions.

**write statements**

Have individuals write sentence answers for the questions.

Have them study the questions and statements, noting features such as:

- (i) statements that use the same words as the question, but in which the words are in a different order, for example:

Is this Bill's pencil?  
This is Bill's pencil.

- (ii) statements that use words that are not in the question, for example:  
Where did you get your frisbee?  
I got it at the Variety Store.

**recognize differences in written and spoken communication**

Have pupils note how they would answer questions when they were talking with another person, for example:

- yes or no
- at the Variety Store

Have them note that in written expression, the writer sometimes has to put down more words because he/she isn't talking directly to the reader.

### write a question

2. Have pupils look at the statements that were written in the first part of the Activity.

Have each pupil write one statement in the form of a question.  
Have individuals write their questions on the chalkboard.

### recognize features of question pattern

Have pupils study the questions, noting features such as:

- (i) first word in each question
- (ii) order of words as compared with the statement
- (iii) punctuation

### write a statement

3. Show pupils another object. Have them each write one sentence that tells something about the object and one sentence that asks something about the object.

### write a question

Have individuals write their sentences on the chalkboard.  
Have pupils evaluate the sentences.

### evaluate sentences

## Activity 14

**Handstands, pages 122-129: Reading a story – “A Saturday Spin”**

**Interpretation skills:** Predicting outcomes

Recognizing relationships – cause-effect

### Core Vocabulary

**Unit** – today car clean last bring much into

**Review** – things their nothing wait change different

### Application of known phonic and structural principles

busiest babies busier noisier hurried angrily earlier  
unfriendly

### use Contents

### use title to make predictions

### relate personal experience to story setting

### Preparation for reading

Have pupils locate title on Contents page. Have individuals tell what ideas the title suggests to them. Have them check suggestions with the information given in the first sentence of the story.  
Have pupils briefly describe a laundromat.

### Guiding the reading

Have pupils read the story silently.

Tell pupils to make predictions about what will happen next in the story and to check their predictions.

Observe pupils during the silent reading, noting inappropriate silent reading behaviors such as vocalization, head movement, pointing, and so on.

Guide interpretation of the selection, using questions and comments that require pupils to discuss their predictions and to recognize cause-effect relationships.

**discuss predictions**

Have pupils tell what predictions they made after they had read page 122, page 123, page 124, page 126, page 127.

**recognize  
relationships –  
cause-effect**

**Questions:**

- How did the Bergmans know that this Saturday at the laundromat was going to be different?
- Why do you think they didn't go to the laundromat at another time?
- Why did Mrs. Bergman leave the laundromat?
- Why did Hans and Inge hurry to get a machine?
- Why did the woman glare at Hans and Inge?
- Why did Hans wish he were someplace else?
- Why was Hans glad to see his father?

**relate story to Unit  
theme**

Have pupils discuss the following questions:

- Should Mrs. Bergman have left Hans and Inge to look after the laundry by themselves?
- How could Hans have avoided creating such a mess with the soap?
- What could Mr. King have done to help the customers at the laundromat?

**Workbook Activity, page 50: Recalling story details  
Making inferences**

**recall story details**

Have pupils read each question, then mark the sentence that best answers it.

**make inferences**

Check the exercise with pupils. Have them justify their answers by recalling story details.

**Experience extension:** Have pupils listen to the following poem. Have them compare the poet's feelings about the laundromat with those of the Bergman family in the story "The Saturday Spin."

**LAUNDROMAT**

You'll find me in the laundromat – just me and shirts and stuff:  
Pyjamas, pillowcases, socks, and handkerchiefs enough.  
I've put them in my special tub – the third one from the right,  
And set the switch for *Warm*, and shoved the coin, and got the light,  
And sprinkled blue detergent on the water pouring in,  
Closed down the lid and bought a Coke to watch the shakes begin  
To travel up the line of empty units. How they show  
Their pleasure just to feel one fellow full and on the go!  
Well, now it's all one train: a nice long rumbly kind of freight,  
Of which I am the engineer. We're running on the straight.  
In Diesel Number Three I've got the throttle open wide,  
And blow for every crossing through the pleasant countryside.  
The light turns amber. Pretty soon some other washers bring  
Their bulgy bags of clothes and make tubs nine and seven sing.



But nine and seven haven't got the squiggle, squash, and drive  
Of Number Three. May sound alike to you, but I'm alive  
To certain water music that the third one seems to make.  
I hear it change from rinse to spin, and now it doesn't shake.  
Green Light! The spin is over, the longer job is done;  
And what was washed is plastered to the walls from being spun.  
You'd think the tub is empty, since the bottom's clear and bright;  
I'm glad the spinning earth can't throw *us* out into the night!  
For that is where we'd go, because the sky is not a wall;  
But earth's content to hold us with our dirty shirts and all.  
Still, spinning *is* a funny thing: the tub goes like a top.  
The dryer, on the other hand, runs like a wheel. I plop  
The damp unsorted pillowcases, hanks, and socks, and what  
Into a kind of squirrel cage that generates a lot  
Of heat when set at *Medium*. But this one needs the dime  
I haven't got! I'll dry some other clothes some other time.

— David McCord

## Activity 15\*

**Reading a group composition**

**Revising a group composition**

**read a composition**

Have pupils read the composition written by their group (Activity 11).

**evaluate a  
composition**

Have pupils note features that could be improved in the composition.

Direct pupils' attention to features such as:

- sentence structure — variety in beginnings, length, kinds
- use of appropriate vocabulary
- interesting ideas
- good ending

As this composition was written by pupils, have them check the original for errors in spelling and punctuation.

**dictate revisions**

Have them dictate revisions for one of the features.

Have pupils compare the first draft and the revised draft, noting how the revisions improved the composition.

You may wish to have pupils work independently, writing revisions for other features of the composition. Have pupils compare their revisions.

## Activity 16

**Recognizing core vocabulary:**

thing	such	show	been
into	letter	today	car
clean	last	bring	much

**read sentences**

Before you begin the lesson, have the following sentences on the chalkboard:

**recognize core vocabulary**

We got a letter in the mail today.

The letter asked us to bring our dog to a show this afternoon.

There was so much to do, but we hurried and got everything ready.

We had to bath our dog so his coat would be clean and shiny.

At last we were ready for the show.

We got into the car with Mom.

“What’s that thing?” asked Mom. “Why is it making such a noise?”

“It’s our surprise for the show!” we said. “We’ve been planning it for a long time.”

Have pupils read the sentences silently and then identify the underlined words.

## Activity 17

### Reading orally to convey emotion

**review standards of oral reading performance**

Have pupils review standards of oral reading performance. You may wish to have pupils revise or supplement the list of standards that they developed in previous units.

**describe ways of conveying emotional reactions**

Have pupils recall the story “The Runaway Snowblower.”

Have them describe how they think Janet would have spoken when:

- she told her friends she couldn’t go to the show because she had to shovel the snow
- the snowblower ran away from her
- when she told her friends why she was still shovelling snow

**prepare a selection for oral reading**

Assign pupils to select and prepare a passage for oral reading to the group.

Have them choose passages that contain some kind of emotion (fright, excitement, happiness, sadness).

**read orally to convey emotion**

Have them read the selections to the group.

**evaluate oral reading**

Have pupils evaluate each oral presentation, noting how effectively the reader used his/her voice and facial expressions to make the listeners aware of how the character felt.

## Activity 18

### “The School Bus Breaks Down” – Listening to a poem

**express personal reactions**

Present title and have pupils comment on how they would react to such a situation.

**attend to a poem**

Read the poem to the pupils.

## THE SCHOOL BUS BREAKS DOWN

As up the hill the school bus goes,  
Just listen how it puffs and blows.  
It coughs and splutters as it tries  
To drag its body up the rise.  
Until at last it wearies out  
And stops. Then with a joyful shout  
The children jump down to the ground  
And laugh and skip and run around.

"We'll all be late for school! Hurray!  
It's not our fault!" they chant with glee.  
"Sit down. We'll soon be on our way!"  
The driver roars. "Don't crowd round me!"

He takes a crank, and twirls it round.  
The boys and girls soon hear the sound  
Of engines turning. In they hop,  
And with another start and stop  
The bus moves off. With downcast face  
Each child sits in his normal place.  
"School after all!" they sadly say.  
"I thought we might have missed today!"

—Phyllis Telfer and Hermea Goodman

sense emotional  
reactions

form sensory  
impressions

express personal  
ideas

### Questions:

How did the children feel when the bus stopped?  
Did the driver feel the same way? Why?  
How do you think the driver's voice sounded?  
How did the children's feelings change?  
What words tell about the sounds the bus made?

Have pupils compare their feelings with those of the children in the poem.

### Questions:

How would you feel if your school bus broke down?  
Would you feel that way if something special (identify something special) was happening at school?  
Would you feel like that if the bus broke down on the way home from school?

### Workbook Activity, page 51: Writing story parts

review story  
elements

read a story

write story parts

Have pupils review features that make a story interesting.

Have them read the story segments, and then finish writing the story.

Check this exercise with pupils. Have them share their story segments.  
Have them evaluate the story segments, noting:

- appropriateness of ideas
- interesting words or expressions
- unexpected events

Remind pupils to proofread their sentences.

# Activity 19

## Associating sound and symbol – a followed by l, u, w.

1. Before you begin the lesson, write the following sentences on the chalkboard or on an overhead transparency:

The crow gave an awful squawk when Paul caught it.  
We saw a small bag of salt in the hall.  
Does school always begin in the autumn?  
The hawk's claws left a mark on the wall.

### read sentences

Have pupils locate words that contain aw, au, al, all. Underline these words.

### associate sound and symbol – /o/, al, all, au, aw

Have pupils note that in these words, the vowel sound is /o/.

2. Have these sentences on the chalkboard before the lesson begins:

Alice went to the palace.  
My pal and I like to balance on the fence.  
Sally laughed at the alligator.  
The children were not allowed to play in the alley.

### associate sound and symbol – /a/, al, all, au

Have pupils read each sentence and identify the underlined words. Have them note that in these words the letters al, all, au represent another vowel sound.

3. Have the following words on the chalkboard or on an overhead transparency:

<u>Write</u>	<u>Say</u>
caught	(kot)
ball	(bol)
salt	(solt)
hawk	(hok)
laugh	(laf)
pal	(pal)

Use the procedure described in Unit 55, Activity 7.

### apply phonic knowledge

4. Duplicate the following exercise. Have pupils complete it independently.

Say each word.

Mark X beside the letters that tell you how to say the word:

1. catch

\_\_\_\_ kāch  
\_\_\_\_ kat  
\_\_\_\_ kach

2. watch

\_\_\_\_ woch  
\_\_\_\_ wāt  
\_\_\_\_ wach

3. know

\_\_\_\_ now  
\_\_\_\_ nō  
\_\_\_\_ kō



4. tall

\_\_\_\_\_ tāl  
\_\_\_\_\_ tol  
\_\_\_\_\_ tal

5. climb

\_\_\_\_\_ klīm  
\_\_\_\_\_ klib  
\_\_\_\_\_ klīb

6. crawl

\_\_\_\_\_ krāl  
\_\_\_\_\_ krol  
\_\_\_\_\_ krō

7. jumped

\_\_\_\_\_ jumpt  
\_\_\_\_\_ jump  
\_\_\_\_\_ jumps

8. bought

\_\_\_\_\_ bōt  
\_\_\_\_\_ bof  
\_\_\_\_\_ bot

9. haul

\_\_\_\_\_ hāl  
\_\_\_\_\_ hol  
\_\_\_\_\_ hul

Use the exercise as an assessment of pupils' ability to apply phonic knowledge.

Check the exercise with pupils. Have them pronounce each of the phonetic spellings to recognize why only one answer is correct in each section.

### **Workbook Follow-up, page 52: Assessment – Applying phonic knowledge**

Have pupils read each sentence and note the underlined word. Have them mark an X in the box beside the letters that give the correct pronunciation for the underlined word.

## **Activity 20**

### **Handstands, pages 130-132: Reading a poem – “Rules”**

#### **Interpretation skill: Recognizing humorous situations**

Have pupils locate title on Contents page and tell what the title suggests to them.

Have pupils read the poem silently.

Observe pupils during the silent reading, noting their reactions to the selection.

#### **Questions:**

Are these rules ones that you have heard before?  
How are these rules different from ones you have to follow?  
How are these rules the same as rules you have to follow?  
What rule do you think is the funniest? Why?  
Which rule do you think would be best to follow? Why?

Have pupils give examples of rules and note why the rules are needed.

### **Workbook Follow-up, page 53: Interpreting cartoons Writing captions**

Have pupils study the cartoons and then write their own rules for each. Have pupils share their “rules” with the group.

use Contents page

read a poem

recognize humor

make comparisons

relate topic to  
personal experience

interpret  
illustrations

write captions

# Activity 21

## Writing individual compositions

### write individual compositions

Provide the pupils with one of the following opening sentences. Have them complete the story.

- (i) I was so frightened I didn't know what to do next.
- (ii) I was so curious about the mysterious package.
- (iii) I was so excited when Mom told me . . .

Encourage pupils to think through their story ideas before they begin writing and to use words that depict emotions. Remind them to proof-read their stories after they have written them to check spelling and punctuation.

### share compositions with peers

Have pupils share their compositions by reading them orally to the group. Have pupils note effective features of their classmates' compositions, for example:

### note effective use of language

- excitement or suspense
- descriptive words
- interesting or surprise ending

In other lesson periods, have pupils write stories using the opening sentences that were not used in this lesson.

# Activity 22

## “Kalulu, the Clever One”: Listening to a story Making judgments

Tell pupils this is a story told by the people of Africa. Have them listen to find out what kind of animal played the trick in the story, and what the trick was. Tell them to think about the trick, and whether it was a good or bad one.

### attend to a story

Read the story in the sections indicated.

### make judgments

Use the questions after each section to guide pupils in making judgments.

### KALULU, THE CLEVER ONE

The elephant king was old beyond the memory of all his subjects, and he felt that his life was fast drawing to a close. However, he was willing to die, for he had ruled his people of the forest well and wisely for many decades, and he was very tired. So he crept away into the solitude of his beloved forest, and there, amidst the great trees and creepers, he breathed his last.

Now the hare and his wife were very poor; true, they worked for a rich man, but he was mean and niggardly, giving them only a pittance in return for their services. Like all his kind, the hare loved the luxuries of the world, but on the meagre wage he earned could have none of them.

He therefore approached his wife saying, "Wife, we must move from here, and search for new pastures where we can get really rich, and live as those around us live, in luxury and comfort. Come, we will hunt for treasure!"

**Questions:**

- What kind of life had the elephant lived?
- Did the rich man treat the hare fairly?
- Do you agree with the hare's decision to move?

They tied their few possessions in two little bundles, and, with these slung over their shoulders, set out across the forest for the great plains beyond. They had travelled for some distance when they came across the dead body of their elephant king. "Ah!" chuckled the hare. "Surely here is our chance for riches! Wife, go and call our lord's many subjects. Tell them that their king is gravely ill and, feeling that his end is drawing near, wishes to speak to them. Tell them that he asks each to bring as many jimbu shells (which was their form of money in those days) as he or she can spare, wrapped up in a banana leaf, each with the giver's name on it.

"I, wife, will speak to them from the inside of our dead king's mouth."

The hare chuckled once more as he climbed into hiding, while Mrs. Hare went to do her husband's bidding.

Before long, the dead King's subjects commenced to arrive, and each looked with reverence at their beloved ruler on (as they thought) his deathbed.

"My people," squeaked the voice from inside the elephant's mouth, when they had all gathered together, "I am very ill, and the time has come for me to leave you. The weakness of my voice will prove to you that all my strength has gone. There is one request, though, that I wish to make before I die. I want you to celebrate with dancing and a funeral feast befitting one who has ruled as long as I. Show your love for me, my dear people, in the tokens that you give. My chief councillor, the hare, will now collect these offerings. Tomorrow the hare will prepare the feast, which I expect you all to attend. Go, now, all of you, and let me die alone."

**Questions:**

- How is the hare tricking all the animals?
- How do you feel about such a trick?

Mrs. Hare stood beside the elephant's head, and, with her ears dropped in sorrow, held out a large bag. In this the animals placed their packages of jimbu shells as they filed past, paying their last respects to what they thought was their dying king.

When the last animal had passed out of sight, that rascally hare climbed out of his hiding place in the dead elephant's mouth, and, smoothing down his ruffled coat, rushed over to his wife. "How much have you got?" he asked, pointing to the bag full of wealth.

"Fifty thousand jimbus!" answered his wife gleefully. "Now we are rich indeed!"

"We must make haste and leave for another kingdom," said her husband, trying to hide his excitement and joy.

"We will buy ourselves a farm in an adjoining country where we will live a life of ease and plenty. We must hurry, though, for there will be trouble if our dead king's subjects catch us!"

They lost no time in starting off and, before long, they had settled down in a faraway country on their own little farm, amidst the many comforts that they bought with their ill-gotten gains.

Needless to say, there was weeping and great anger when the animals turned up on the following day, all dressed in their best clothes and looking forward to the funeral feast, only to find that their lord the elephant had been dead for many days, and that the Clever One had fooled them again!

— Phyllis Savory

**Questions:**

- Was the hare's trick a success?
- Do you think it was a good trick?
- Do you think the hares enjoyed their new life?

**relate story to Unit theme**

Have pupils relate the ideas in the story to the unit theme "Accepting responsibility."

- Ask: Did the hare deserve the riches he got?  
What do you think now about the way the rich man treated the hare?

**use context to give word meaning**

Reread the sentences with underlined words.  
Guide pupils in using context to discover the meanings.

<u>solitude</u>	What was going to happen to the elephant king? Do you think he wanted his subjects around him at that time? Why did he go into the forest? What other words can you use to explain <u>solitude</u> ? (a lonely place; isolated place)
<u>mean</u>	Who did the hare and his wife work for?
<u>niggardly</u>	Did the man give them very much money? How do you know? What word can you use to describe someone who doesn't like to spend money? (stingy, miserly)
<u>pittance</u>	What other words can you use to explain <u>pittance</u> ? (small amount; very little)
<u>ill-gotten gains</u>	Why were the hare and his wife able to get their own farm? How did the hare and his wife get rich? Did they get their riches in a fair way? What other words can you use to explain the expression <u>ill-gotten gains</u> ? (riches obtained in an unfair or dishonest way)

**Note:** Pupils should be given frequent opportunities to study words in context and to use context cues to determine the meanings of the words. Such activities should be brief, with attention being given to two or three different words during a lesson period.



# Activity 23

## Workbook, pages 54-55: Writing a play

**Note:** The purpose of this activity is to teach pupils conventions that must be considered in writing a play. Pupils may be familiar with the form of a play and may have had some experiences dictating plays. In this activity their attention will be focussed on how characters talk, how characters move or look, and stage effects such as props and sounds.

1. Have the following questions on the chalkboard:
  - What is the title of the story?
  - Who are the characters?
  - Where does the story take place?
  - How will Grasshopper talk?
  - How will Grasshopper move?
  - How will Ant talk?
  - How will Ant move?
  - What background sounds are needed?
  - What things can we use to make these sounds?

### read a story

Have pupils read "The Ant and the Grasshopper," *Workbook*, page 54.

### discuss written conventions of a play

Have pupils discuss each question.  
You may wish to record pupils' suggestions in point form on the chalkboard.

### dictate a play

Have pupils dictate the story in the form of a play.

Have pupils note the format for:

- the list of characters
- the setting
- directions to characters
- directions for sound effects

### review format of a play

Check pupils' understanding of the written conventions by asking questions such as:

- Where are the characters listed?
- Where is the setting described?
- What parts tell which character is supposed to talk?
- What parts tell how the character is to move? to talk?
- What parts tell what the character said?

2. In another lesson period, have pupils review the form of a play.  
Have them read "The Lion and the Mouse," *Workbook*, page 54, and then, on page 55, write the story in the form of a play.

## CHECKING ACHIEVEMENT

Do pupils

- use context cues to determine meanings of words?
- understand alphabetical order?
- recognize vowel sounds?
- respond to ideas of classmates?
- contribute ideas to group and class discussions?
- sustain attention for increasing periods of time in listening and reading activities?
- show an interest in group and individual writing activities?
- enjoy poetry?
- recognize elements of a play?

Can pupils

- expand sentences?
- produce sentences independently?
- use precise vocabulary to describe emotional reactions?
- recognize differences between spoken and written forms of words?
- write captions?
- read orally to convey emotions?

# Spelling

## Unit Words

sun	talk	things	funny
much	walk	then	puppy
jump	walked	they	happy
jumped	walking	think	supper
pull		than	

## Spelling Activity 1

sun    jump  
much    jumped  
         pull

- ← 1. Use the pretest procedure with the words at the left.  
2. Dictate the following words to extend the spelling list.

fun	bump	bumped	full
run	dump	dumped	bull
bun	hump	pumped	
gun	lump		
	pump		

## Spelling Activity 2

1. Say: sun, much, jump

Ask: What vowel sound do you hear in these words?  
What vowel letter would you use?

sun  
much  
jump

Dictate the words at the left. Write the words on the chalkboard and have pupils check the spelling.

2. Write sp\_\_\_n on the chalkboard.

Say: spin

Ask: What vowel sound do you hear in spin?  
What vowel letter would you use to represent that sound?

spin  
span  
spun

Repeat the procedure with span and spun.  
Dictate the words at the left.  
Have pupils check the spelling.

Repeat the procedure with the words at the left.

fun  
fin  
fan  
ran  
run  
stump  
stamp

stomp  
clamp  
clump  
clomp  
limp  
lamp  
lump

### Workbook Follow-up: page S21

Be sure that pupils understand the directions.  
Have them complete the exercise independently.

Check the exercise with pupils.  
Have individuals write their sentences on the chalkboard.  
Direct pupils in proofreading and checking the spelling.

## Spelling Activity 3

talk  
walk  
chalk  
stalk  
talks  
walks

walked  
walking  
talked  
talking

1. Use the pretest procedure with the words at the left.  
2. Dictate the words at the left to extend the spelling list.

## Spelling Activity 4

1. Use WSP with any words misspelled in the pretests in Activities 1 and 3.

2. Duplicate the following exercise:

sun	much	jump	pull
talk	walk		

1. Write the list words that have silent letters.

Put X on each letter that is silent.

2. Write a list word on each line.

The \_\_\_\_\_ shines in the daytime.  
How \_\_\_\_\_ does an ice-cream cone cost?  
We'll \_\_\_\_\_ the wagon around the block.  
The children waited for the \_\_\_\_\_ light before crossing the street.

3. Write words that rhyme with words in the list.  
 The children have \_\_\_\_\_ when they \_\_\_\_\_ around the park.  
 A little squirrel sat on a tree \_\_\_\_\_.  
 The pail was \_\_\_\_\_ of water.  
 The children drew pictures with colored \_\_\_\_\_.
4. Write four sentences using words from the spelling list.  
 Proofread your sentences with a partner.

**Note:** Some of the pupils' stories written to use spelling words should be used for instruction in proofreading techniques. Provide pupils with copies of stories that contain spelling errors. Have pupils read the selections, identify the incorrect words, and explain how they identified the errors. Write the words on the chalkboard as individuals spell them correctly.

## Spelling Activity 5

things  
then  
they

think  
than

1. Use the pretest procedure with the words at the left.  
 Have pupils note:
  - digraph th at beginning of each word
  - sound represented by e in they (/ā/, e)
2. Use WSP with any words misspelled on the pretest.  
 Have pupils who need additional instruction refer to *Workbook* page S16 to review the WSP.

### **Workbook Activity: page S22**

Have pupils complete the exercise independently.  
 Check the exercise with pupils.

## Spelling Activity 6

Dictate the following sentences:

Do you think you can jump the fence?  
 Hold my things.  
 They walked to school.  
 Is your sister older than you?

Write the sentences on the chalkboard.  
 Direct pupils in checking their writing.

### **Workbook Activity: page S23**

Be sure that pupils understand the directions. Have them complete the exercise independently.



## Spelling Activity 7

funny happy  
puppy supper

1. Use the pretest procedure with the words on the left.

Have pupils note:

- vowel sound represented by y
- double consonants
- only one of the double consonants is sounded

sunny snappy  
runny scrappy  
bunny

2. Dictate the words at the left to extend the spelling list.

### Workbook Activity: page S24

Have pupils complete the exercise independently.

Check the exercise with pupils.

Have individuals write their sentences on the chalkboard.

Direct pupils in proofreading the sentences.

Note words that were spelled incorrectly and provide follow-up instruction for pupils who need it.

## Spelling Activity 8

Dictate the following sentences:

The puppy jumped.

We ate supper.

They are happy.

Do you think the book is funny?

Write the sentences on the chalkboard.

Direct the pupils in checking their writing.

### Workbook Activity: page S25

Discuss the directions with pupils.

Have them complete the exercise independently.

Check the exercise with pupils.

Have them note the importance of accuracy in forming the letters when writing words.

**Note:** Pupils may be interested in making their own hidden word puzzles.

## Spelling Activity 9

sun things  
much then  
jump they  
jumped think  
pull than  
talk funny  
walk puppy  
walked happy  
walking supper

### Assessment

1. Dictate all the words from the unit list.  
Check pupil spelling and reteach where necessary.
2. Have pupils enter any misspelled words in their personal record on *Workbook* page S32.

**Note:** Encourage pupils to develop a sensitivity to spelling and the kinds of errors they make. Have pupils work in pairs looking for misspelled words in personal written work. Have pupils collect these words in a spelling notebook.

# Unit 57

## Theme: Animals in the city

LISTENING	SPEAKING	READING	WRITING
<p>←</p> <p>Listening to peers</p>	<p>←</p> <p>Responding to ideas in selections</p>	<p><b>Activity 1</b> Handstands, p. 133: Reading news items</p> <p><b>Activity 2*</b> Understanding word structure: doubling final consonant Workbook Follow-up, p. 56: Assessment — Understanding word meaning and structure</p>	<p>→</p> <p>Spelling root words</p>
<p>←</p> <p>Considering ideas of classmates</p> <p><b>Activity 5</b> Listening to a story</p>	<p>←</p> <p>Evaluating news items</p> <p>→</p> <p>Reacting to ideas in story</p>	<p>←</p> <p>Reading news items</p> <p><b>Activity 6</b> Understanding alphabetical order using second letter</p> <p><b>Activity 7</b> Handstands, pp. 134-142: Reading a story Workbook Activity, p. 58: Interpreting an informational selection</p>	<p><b>Activity 4</b> Workbook, p. 57: Writing news items</p>
<p>←</p> <p>Listening to peers</p> <p><b>Activity 8*</b> Recognizing syllables</p>	<p>←</p> <p>Responding to story ideas</p>	<p>←</p> <p>Reading news items orally</p> <p><b>Activity 9</b> Reading news items orally</p>	<p>→</p> <p><b>Activity 10</b> Writing a group composition</p>
<p>←</p> <p>Considering ideas of peers</p> <p><b>Activity 12</b> Listening to a story</p>	<p>←</p> <p>Sharing ideas about Unit theme</p> <p><b>Activity 11</b> Developing vocabulary: multiple meanings</p> <p>→</p> <p>Responding to story ideas</p>	<p>←</p> <p>Reading a composition</p> <p>→</p> <p>Workbook Follow-up, p. 59: Understanding multiple meanings</p>	

<b>Activity 13</b> Recognizing accent <i>Workbook Follow-up</i> , p. 60: Assessment — recognizing syllables and accent			
Considering ideas of classmates	<b>Activity 15</b> Participating in a group discussion	<b>Activity 14*</b> <i>Handstands</i> , p. 143: Reading a poem	
	Evaluating sentences	Reading sentences  <i>Workbook Activity</i> , p. 61: Assessment — Applying phonic knowledge	<b>Activity 16</b> Writing sentences about a topic
Listening to peers	Reacting to story ideas	<b>Activity 17</b> <i>Handstands</i> , pp. 144-159: Reading a story <i>Workbook Follow up</i> , p. 62: Interpreting story details	
<b>Activity 18*</b> Listening to a poem		<b>Activity 19*</b> Recognizing core vocabulary	
		<b>Activity 20*</b> Reading a group composition	Revising the writing
		<b>Activity 21</b> Understanding sentence meaning <i>Workbook Follow-up</i> , p. 63: Understanding sentence meaning	
		<b>Activity 22*</b> <i>Handstands</i> , p. 160: Reading a poem  <b>Activity 23</b> <i>Workbook</i> , p. 64: Assessment — Recognizing core vocabulary	

## INDEPENDENT ACTIVITIES

1. Have pupils work in small groups to prepare character, setting, and plot elements for stories. Have each pupil write "who" on one side of a piece of paper and the name of an interesting character. On a second piece of paper have each pupil write the name of a good place for a story to take place and put the word "where" on the back of that slip. On a third piece of paper have each pupil write a short description of what a character is doing or a problem he/she might face, putting the word "what" on the back of that paper. Have pupils put each of the "who" papers face down in a pile and then shuffle them.

Do the same with the "where" and "what" papers. Have each pupil draw one slip from each pile and compose a story using that character, place, and problem. Have the pupils share their stories with the group.

2. Have pupils maintain a personal writer's notebook in which they record anything that is of interest to them – reminders, daydreams, feelings, ideas for stories or poems, and so on.
3. Have pupils work in small groups to prepare a list of topics that would be suitable for group discussions. Have the groups discuss a topic of their choice.
4. Have pupils work in pairs to dictate spelling words and check the spelling.
5. Have pupils write stories about situations suggested by groups of words taken from the core vocabulary or the spelling lists, for example: people – hurry – hat – wind – through  
climb – trees – friend – catch
6. After Activity 5, have pupils write news items about James, the elephant hunter.
7. After Activity 14, have pupils write concrete poems on topics of their own choice.
8. After Activity 17, have pupils suppose that Terry was unable to rescue Smoky before being seen by Mr. Scranton. Have them write a new ending for the story.
9. Have pupils make lists of words that describe emotional reactions. You may wish to give pupils categories (for example, glad words, sad words, mad words, afraid words, and so on). As an extension of this activity, have pupils tell or write about situations in which they themselves showed some of these feelings.
10. Duplicate copies of the following statements for the pupils. Have pupils list words that describe the feelings of the character in each situation.
  - (i) Smoky when he was caught in the tree
  - (ii) The skunk when the helicopter came down towards the intersection on Yonge Street
  - (iii) The skunk when it saw the mayor
  - (iv) The owl when the Hills' dog barked at it
  - (v) The raccoon in the poem on page 160
  - (vi) Mrs. Wishart when she discovered that Smoky had climbed into the tree
  - (vii) Mrs. Wishart when she heard a knock at the door and thought it was Mr. Scranton
  - (viii) Mrs. Wishart when Smoky was rescued
  - (ix) Mr. Scranton when he saw Hugo's parade
  - (x) Terry's father when he heard about what Terry and Hugo had done
11. Have pupils who need the additional practice use relevant pages in the *Phonics Workbook*.
12. Have pupils read library books.
13. Have pupils prepare short pantomimes of interesting parts of stories or books they have read. Have them present the pantomimes to the group in a sharing period.
14. Have pupils read poetry and prepare some of the poems for oral presentation to the group.
15. Have pupils work in small groups to prepare dramatizations of stories they have read or heard.

## BOOKS TO READ

1. *The Mouse on the Fourteenth Floor*, Jane Thayer (Morrow)  
Marvellous, a farm mouse, is whisked away in a box of crackers and soon learns much about modern city living.
2. *Mrs. Cockle's Cat*, Philippa Pearce (Puffin)  
When Mrs. Cockle's cat Peter disappears, she flies off with her balloons to search for him.
3. *The Day Jean-Pierre Went Round the World*, Paul Gallico (Doubleday)  
A guinea pig finds himself on a different plane than his young mistress.
4. *Clarence Goes to Town*, Patricia Lauber (Scholastic)  
Clarence, the TV dog, goes to New York and has many adventures, which include trapping a ring of thieves.
5. *Inspector Peckit*, Don Freeman (Viking – Seafarer)  
Inspector Peckit, a pigeon-detective in Paris, blunders his way through the case of the missing knit-bag.



# Activity 1

**Handstands, page 133: Reading news items**  
**Discussing the Unit theme, Animals in the city**

**Interpretation skills:** Noting details

**explain term “news item”**

Have pupils turn to page 133 in *Handstands*.  
Have them tell what news items are, and note where such items would usually be found.

**express personal ideas**

**Preparation for reading**

Tell pupils that the news items they will read describe incidents in which wild animals caused problems for people in the city.  
Have pupils briefly describe problems they think might arise when wild animals accidentally come into a town or city.

**read news items**

Have the following headings on the chalkboard:

**note details**

Who or what?  
Where?  
What happened?  
Why did it happen?

Have pupils read the headings and keep them in mind as they read each news item silently.

**Guiding the reading**

Guide pupils' interpretation of each item, using the headings on the chalkboard to focus the discussion.

**interpret headlines**

Have pupils note the headlines for each news item and discuss which headlines are most effective in attracting a reader's attention.

**discuss Unit theme**

Have pupils discuss the unit theme “Animals in the city” by considering questions such as the following:

**Questions:**

Why do you think the neighbors were so curious about the owl?  
Do you think the Hills should have had the owl taken away?  
Who would take it away?  
What do you think should have been done with the owl?  
Why were people so concerned about finding the skunk?  
What would happen to the skunk when it was found?  
What was amusing about the raccoon story?  
Which animal caused the greatest danger? Why?  
Which animal do you think was a nuisance? Why?

**express personal ideas**

Have pupils describe personal experiences with wild animals that were:  
a source of curiosity, dangerous, or amusing.

In another lesson period, guide pupils' use of context cues to give the meanings of words.

**use context cues to give word meanings**

Have pupils reread the following sentences from the news items and use context cues to give the meanings of the underlined words:

1. A Park Street family has had trouble evicting an unwelcome tenant.

tenant

Where was the owl?  
Do you think the owl wanted to stay in the garden?  
Why do you think so?  
What other words can you use to explain tenant?  
(someone or something that moves into a place that belongs to someone else, someone or something that occupies a place, someone who pays rent for a place)

evicting

Did the Hills want the owl in their garden?  
What did the Hills do about the owl?  
What are some other words you can use for evicting?  
(getting rid of, chasing away, sending away)

2. But the owl wouldn't eat or drink; it just sat on its perch looking solemn.

solemn

Did the owl do anything when the people and animals came near it?  
What word do people often use when they talk about owls? (wise)  
What kind of expression would you expect to find on the face of something that is wise and thoughtful?  
What are some other words you could use to explain solemn? (serious, thoughtful, not joking)

3. A skunk with rabies is at large in the Sherwood Park area.

at large

Where was the skunk?  
Why were the people having difficulty finding the skunk?  
What other words could you use to explain at large?  
(on the loose, free, running loose)

## Activity 2\*

### Understanding word structure – doubling final consonant

recognize endings –  
-ed, -ing, -er, -est, -y

1. Have the following groups of words on the chalkboard or on an overhead transparency before you begin the lesson:

stop	bat	big	red	fun
stopped	batted	bigger	redder	funny
stopping	batting	biggest	reddest	funnier

form generalizations  
about doubling final  
consonant

Have pupils:

- read each list of words
- identify the endings
- note that the final consonant is doubled before adding -ed, -ing, -er, -est
- form generalization about doubling final consonant

2. Have the following sentences on the chalkboard or on an overhead transparency:

The water was running over the road.  
A snake is thinner than a dog.  
Who is getting the paints ready?  
The dog wagged its tail when it saw us.  
Today is very sunny.  
Yesterday was the hottest day of the year.

read sentences

identify root words

Have pupils:

- read each sentence
- identify the underlined words
- circle the root in each underlined word
- note that the final consonant of each root is doubled before adding endings ed, ing, er, est, y

**Workbook Follow-up, page 56: Assessment – Recognizing word meaning in context**  
**Recognizing root words – inflected and derived forms**

recognize word meaning

identify root words

Have pupils read the sentences and note underlined words. Have them mark an X in the box beside the correct meaning of the underlined word. Have them write the root word for each underlined word.

## Activity 3

**Understanding sentence meaning – connectives: if, because**

read sentences

identify connectives  
if, because

1. Write the following sentences on the chalkboard:
- I like winter because there is snow.  
We can skate on the river if the ice is hard enough.  
We can play outside if it stops raining.  
The children played indoors because it was too cold to go outside.

Have pupils:

- read each sentence
- note the underlined word
- explain the function of each connective

Have pupils note that the connective because tells “why”; the connective if means “on condition that.”

close sentences  
with connective if,  
because

2. Have pupils use if or because to close the following sentences:
- We won't have our picnic \_\_\_\_\_ it rains.  
The car wouldn't start \_\_\_\_\_ it was too cold.  
How will we get to school \_\_\_\_\_ the bus doesn't come?  
We were allowed to read our stories \_\_\_\_\_ we had finished all our other work.  
Mom said, “ \_\_\_\_\_ you clean your room now, you can watch TV after supper.”

Have pupils review the function of each connective.

## Activity 4

### **Workbook, page 57: Writing news items**

#### **recall news items**

Have pupils recall the news items in *Handstands*, page 133.

Have them review the format of news items by recalling the headline and the questions (who, what, where, when, why) that were answered in the articles.

#### **study illustrations**

Direct pupils' study of the first set of illustrations.

Ask: What is happening in each of the pictures?

What would be a good title for this set of pictures?

#### **explain events shown in illustrations**

Write the following headings on the chalkboard:

Who?

Where?

What happened?

#### **dictate outline of ideas about illustrations**

Have pupils dictate sentences to answer the questions.

#### **dictate a news item**

Have pupils suggest several headlines and then select the one that would be most effective in attracting the attention of readers.

#### **write a news item**

Have pupils complete the page independently. Have them share their individual items. Have them evaluate the writing, noting inclusion of all the essential details, accuracy of reporting, and appeal of the headline.

**Experience extension:** Have pupils gather interesting news items and bring them to class. Direct the study of each item by having pupils identify the who, what, when, and where. Have pupils write their own versions of news items.

## Activity 5

### **"The Elephant Hunter": Listening to a story**

#### **Making inferences**

#### **Sensing emotional reactions**

Present the title. Tell pupils that the story they will hear is about an unusual elephant hunter – a boy who lives in the city and didn't leave it!

#### **attend to a story**

Have them listen to the story to find out about James and the elephants he hunted.

Read "The Elephant Hunter."



## THE ELEPHANT HUNTER

James was an elephant hunter, although no one would guess it just by looking at him.

Sometimes, people thought that there was something different about James, but they could never quite decide what it was.

"James!" his mother would say, "stop staring into space and drink your milk."

When his mother said that, James would blink once and look at her with surprise. What was his mother doing there, with a glass of milk in her hands, surrounded by elephants?

When he blinked again, the elephants would go back into the jungle, and he would say, "Yes, ma'am," and drink his milk the way he was supposed to do.

"Don't worry so much about James," said his father, once or twice a day. "He'll be fine. He's just thinking."

When his father said that, James would blink once and try to look like somebody who was thinking, instead of like somebody who was hunting elephants.

Days when his mother and father didn't worry about whether he was staring into space or thinking, James went out into the jungle behind his house and hunted elephants from early in the morning until dinnertime.

Some days he hunted one or two, and some days he hunted as many as fifteen, and some days he didn't hunt any at all because all the elephants were off doing whatever elephants do when they are not being chased by an elephant hunter.

One morning, James was lying on his back under a maple tree, thinking about being an elephant hunter and looking at the sky, when he heard a rustling in the bushes behind him.

For a minute, he thought it might be an elephant or two. Then he remembered that elephants hardly ever made a rustling noise.

He sat up and looked around, at two boys, one even smaller than he was and one a little bit bigger.

"Who are you and what are you doing?" demanded the bigger boy.

"I'm James, the elephant hunter," said James. And then he shut his mouth so tightly he almost bit his tongue. He hadn't meant to tell *anybody* that he was an elephant hunter. He knew that the minute he told anybody, nothing was ever quite the same.

The bigger boy just stared at him, but the boy who was even smaller than James began to giggle.

"An elephant hunter!" he said. "An elephant hunter!" He poked the bigger boy in the ribs. "An elephant hunter!"

The bigger boy didn't say anything at all. He kept right on staring. Then he took the smaller boy by the arm and pulled him out of the yard, back to the sidewalk.

James stayed where he was, watching them walk down the street, the smaller boy still giggling and the bigger boy still not saying anything at all.

James sighed, finally. He lay down on the grass, staring up through the leaves to the blue sky.

The elephants were probably all gone, he decided. He probably wouldn't ever be an elephant hunter again.

He rolled over on his stomach and stared around his jungle. Over there by the garage he had hunted his very first elephant. And down by the lilac bush he had hunted at least three.

He looked at the garage and the lilac bush and waited. But no elephants came by. Not any at all. Not even when he waited for fifteen minutes.

James began untying and tying his shoelaces, wondering what he would do on Saturdays and holidays and warm summer evenings, now that there were no elephants left to hunt.

He tied two knots in one shoelace and wished that there was some way to call back words. If he hadn't told the boys he was an elephant hunter, things would be the same as they had always been.

He heard a rustling in the bushes behind him and tied a third knot in his shoelace. There was no use in turning around. No use at all. Elephants didn't rustle in bushes and even if they *did*, they would never come into his private jungle again.

James waited until the rustling had stopped. He turned around slowly and looked at the bigger boy.

"Where's your friend?" he said.

"He's my brother and he's home," said the bigger boy. He reached into a pocket and pulled out two crushed, dusty-looking doughnuts. He held one out to James.

James looked at it and then at the boy.

"Go on," said the bigger boy. "Take it." He shoved the doughnut across the grass towards James. He sat down on the grass beside him, eyes narrowed to slits. "We may have to wait a long time, you know," he said in a whisper. "Once elephants have been scared away by giggling, it takes a while for them to come back."

James took a small bite out of the doughnut. "Maybe all day," he said. "At least until sundown."

The bigger boy nodded his head. "Easily until sundown."

The two of them crouched in the grass, in the heart of the jungle, and waited, quietly, for the elephants to come.

—Lorrie McLaughlin

### Questions:

Why did people think that there was something different about James?

How did James feel after he had said to the boys, "I'm James, the elephant hunter"?

Why do you think he felt like that?

Why do you think James pretended that he was an elephant hunter?

Why do you think he wanted to keep it a secret?

How do you think James felt when the bigger boy came back?

Do you think that James and the boy became friends?

Why do you think the boys liked to imagine that there were elephants in the yard?

What animals would you like to imagine were in your yard?

Would you feel like James?

### Experience extension:

Read *Owls in the Family* by Farley Mowat to pupils. The chapter in which the pet parade is described is particularly suited to the theme of this unit – animals in the city. If you read the pet parade to the pupils, you may wish to have pupils:

- dramatize the parade section of the story

- illustrate the pet parade

- prepare reports on gophers, owls, and rattlesnakes and tell why each would make an unusual pet.

make inferences

sense emotional reactions

express personal ideas

# Activity 6

**Understanding alphabetical order – use two letters to arrange words alphabetically**

**Note:** *This is a review lesson. Have pupils who need the additional practice participate in the activity.*

recite alphabet

review alphabetical order

recognize alphabetical order

use two letters to arrange words alphabetically

1. Have pupils recite the alphabet.

Have pupils respond to questions that require quick recall of alphabetical order:

Which letter comes before \_\_\_\_\_ ?

Which letter comes after \_\_\_\_\_ ?

2. Write the following words on the chalkboard:

able            aerial  
act            afraid  
address

Have pupils:

- read the words
- note that they all begin with the same letter
- underline the second letter
- note that the second letters are in alphabetical order
- note that when words begin with the same letter, the second letter is used to arrange them in alphabetical order

3. Write the following pairs of words on the chalkboard:

brown, blue	find, flash
clap, crown	goat, get
dump, down	huge, horse
eagle, every	shape, said

Have pupils tell which word of each pair would be placed first in alphabetical order.

4. Have the following groups of words on the chalkboard or on an overhead transparency:

(1)	(2)	(3)
ahead	bird	cent
all	bag	church
air	black	cat
agree	box	clang
ajar	begin	circle

Have pupils:

- read each list
- underline the second letter in each word
- dictate the words in alphabetical order, using the second letter

Write the words in the order dictated by pupils.

Have pupils check each alphabetical listing by noting the alphabetical order of the second letters.

# Activity 7

**Handstands, pages 134-142: Reading a story – “The Skunk on Yonge Street”**

**Interpretation Skills:** Sensing emotional reactions  
Making judgments

*In sensing emotional reactions the reader should note how characters feel as the story develops. Pupils should recognize how the characters feel and note the events that contribute to their feelings. In addition, pupils should note how information about the characters’ reactions is communicated – through conversation, narration, and illustration. Making judgments requires that the reader assess the behavior of story characters in light of information in the story and personal experience. Pupils should be encouraged to express varied points of view, but should be expected to support their ideas by combining ideas from personal experience with those from the story.*

## Core Vocabulary

**Unit** – light    hurry

**Review** – would    another    move    stand    while    heard    never

## Application of known phonic and structural principles

furiously    shady    finally    faster    closer    carefully  
disappeared    slowly    angrier    dummies    immediately  
thirsty    biggest

## Preparation for reading

Have pupils locate the title on the Contents page. Have them suggest what they think might happen if a skunk wandered onto a busy city street.

## Guiding the reading

Have pupils read the story silently to find out what happened when a skunk held up the traffic on a busy Toronto street. Observe pupils during the silent reading, noting behaviors that need correcting (for example, pointing, head movements, vocalizing) and reactions to story content (for example, facial expressions, laughter). Provide assistance in the use of context cues as required.

Guide pupils’ interpretation of the selection, using questions and comments that require them to make judgments and sense emotional reactions.

**Note:** *Encourage pupils to use a variety of words to describe emotional reactions. Pupils may require considerable direction in identifying and discriminating emotions. Take advantage of situations within the pupils’ experience to extend their vocabulary.*

## Questions:

How did the truck driver feel when the traffic stopped? Why?  
How did the driver of the sports car feel? Why? Why was the mayor so upset?

make predictions  
from story title

read a story

sense emotional  
reactions

make judgments



relate story to Unit theme

What words would you use to describe the mayor?  
Do you think the mayor was right when he ordered the pilot to fly so low?  
How do you think the helicopter pilot felt? Why?  
Do you think the mayor should have called the Special Emergency Squad?  
How do you think the mayor felt at the end of the story?  
Do you think the mayor deserved to be sprayed by the skunk?  
What do you think the people should have done about the skunk?

**Note:** For some pupils you may wish to list the words suggested to describe emotional reactions. Have pupils discuss the words and note the different emotional reactions that are described.

Have pupils relate the incident in the story to the unit theme, "Animals in the city," by discussing the skunk's reaction to all the commotion.

**Questions:**

Why do you think the skunk just stood there for so long?  
Do you think the skunk was concerned about the traffic jam or about the mayor?  
Why do you think so?

**Experience extension:**

1. Have pupils write the story in the form of a short news item.
2. Have pupils write a conversation in which the mayor's secretary explains to the queen the mayor's absence from the luncheon.
3. Have pupils prepare and present a television news report of the story. Different points of view might be considered for the reports; for example, the helicopter pilot, the mayor, the police officer at the intersection, the skunk.

**Workbook Activity, page 58: Reading an informational selection**  
**Organizing details**  
**Completing a chart**

Have pupils read the selections. Have them read each statement and make an X in the box under the name of the animal that it describes. Discuss the exercise with pupils, encouraging them to identify where they located the answers in the selection.

## Activity 8\*

**Understanding word structure – auditory recognition of syllables**

1. Say the following words:

rain	not	sit	me
run	get	but	hand

Have pupils:

- identify the vowel sound heard in each word
- review the term syllable
- note that each word has one syllable

read informational material

understand details

complete a chart

identify vowel sounds

recognize a syllable

review term "syllable"

### identify syllable

2. Remind pupils that some words have more than one vowel sound. Say the following words (without over-exaggerating the syllables):
- |       |        |           |
|-------|--------|-----------|
| sun   | pen    | light     |
| sunny | pencil | lightning |

Have pupils note that, in each pair, the first word has one vowel sound and the second has two.

Repeat the words and tap out the syllables.

Have pupils say the words and tap out the syllables.

3. Say the following words:

winter	supper	soccer
made	rush	cloudy
plant	come	walking

Have pupils:

- listen for the vowel sound in each word
- pronounce each word and tap out the syllables
- tell how many syllables are in each word

## Activity 9

### Reading news items orally

#### review procedures for oral reading

Have pupils review the key ideas already established to guide the oral reader:

- purpose of oral reading is to give a message to an audience
- oral reading requires careful preparation
- standards for good oral reading should be carefully adhered to in all oral reading

#### read news item orally

Have pupils turn to the news items, page 133, *Handstands*.

Have pupils:

- read the first item silently
- discuss the important ideas
- discuss how the selection would be read orally

#### evaluate oral reading

Have individuals read the selection orally. Have pupils evaluate each oral presentation, noting the importance of clear, correct enunciation when reporting news information such as names, dates, and places.

Assign pupils to select and prepare interesting news items for oral reading.

#### select news items

#### prepare oral presentation

Have pupils bring items to you for consideration before the oral presentation. Provide pupils with assistance in word identification and pronunciation as needed.

Have three or four pupils read their news reports each day.

Have pupils evaluate the oral presentations, noting strengths and giving suggestions for overcoming weaknesses.

# Activity 10

**Discussing the Unit theme, Animals in the city**  
**Writing a group composition**

**recall reader selections**

Have pupils recall the news items and the story “The Skunk on Yonge Street” in *Handstands* and the ideas they discussed about animals in the city.

Suggest to pupils that they develop a group composition about animals that have wandered into places where they don’t naturally belong.

**share ideas about a topic**

Allow pupils time to share some of their ideas about the topic. Record their suggestions in point form on the chalkboard. Have pupils work together in their groups, dictating the composition for recording by one of their peers.

**write a group composition**

Remind them to read the completed composition and to proofread it for errors in spelling or punctuation.

**proofread a composition**

# Activity 11

**Developing vocabulary – multiple meanings**

**read sentences**

1. Before you begin the lesson, write the following sentences on the chalkboard:

**use context cues**

**define words**

**recognize multiple meanings of words**

(i) We put our money in the bank.  
The bank of snow was a metre deep.

(ii) The band played good music.  
Put a rubber band around the papers.

(iii) Did you hear the bell ring?  
That ring is very pretty.

Have pupils read each pair of sentences and note the underlined words.

Have them discuss the meaning of each underlined word and tell how the context helped them to distinguish the meanings of the words.

**dictate sentences**

2. Have pupils dictate sentences for each of the following words:  
plant   run   letter

Write pupils’ sentences on the chalkboard. Have pupils discuss the meanings of the words from the list and tell how the context helped them to distinguish the meanings.

**Extra teaching** – You may wish to supplement pupils’ examples with the following sentences:

(i) The plant died because we gave it too much water.  
Mobile homes are made at the Atco plant.  
We’ll plant a garden in the spring.

- (ii) Would you run away from a skunk?  
Do you know how to run the tape recorder?  
My watch runs ten minutes fast.
- (iii) We got a long letter from our cousins in Vancouver.  
Which word has a letter left out of it?

### read sentences

### Workbook Follow-up, page 59: Understanding multiple meanings

### understand multiple meanings

Have pupils read each set of sentences and note the underlined words. Have them write the numeral of the sentence in which the underlined word matches the meaning.

Remind pupils to use context cues in deciding which meaning is suitable for each word. Discuss the responses with pupils.

## Activity 12

### “The Persistent House Guest”: Listening to a story Making judgments Using context cues to define words

### attend to a story

Have pupils recall the story “The Skunk on Yonge Street.” Tell pupils that the story they will hear is about another skunk who is accidentally in the city. Read “The Persistent House Guest.”

### THE PERSISTENT HOUSE GUEST

Springtime is planting time. It’s also building time, and for Mrs. Skunk it’s family time. Uncle Tony was planting in his garden. “Sweetpeas must be planted in the very early spring,” he told Kevin, his nine-year-old nephew and Megan, his seven-year-old niece.

There was a big steam shovel roaring in the empty lot behind Uncle Tony’s house. The steam shovel was digging a big hole which was to be the foundation for a new house that would soon be built there.

The three stood for a moment to watch as the mighty steam shovel lifted a huge load of earth from the hole. Just then Uncle Tony spotted something moving on the load of earth. It was a little baby skunk. “Stop! Stop!” he shouted to the steam-shovel operator. The steam-shovel operator, who was trained to be alert, stopped the machine at once. Uncle Tony jumped the fence and signalled the operator to lower his steam shovel. He reached in and lifted the little skunk by the ruff of the neck. The little skunk was not at all frightened.

“We’ll hope that the mother skunk is nearby and that she will come and collect her baby,” said Uncle Tony, who had seen the mother and her family wandering through the woodland park at the end of Oak Street. They placed the little skunk in a shallow box at the bottom of the garden where they could keep an eye on her. The whole afternoon passed, and there was no sign of the little skunk’s family. She began to fuss and then to cry. “She’s hungry,” said Uncle Tony. “I think we should pay a visit to Dr. Marie, the veterinarian, and let her give our house-guest a check-up. She will tell us how to feed her.”



Dr. Marie said, "This is a very healthy little skunk. The only thing I can see wrong with her is that she has fleas and is very hungry. I will give her rabies shots, as skunks have been known to have this dangerous disease." Dr. Marie guessed that the baby skunk was about four weeks old. She gave Uncle Tony a formula to feed her, as well as some flea powder.

"We will look after the skunk until she can fend for herself and then we can release her in the woods," said Uncle Tony.

"If you are going to release her, we will not remove the scent gland because she will need it for protection," said Dr. Marie.

"But remember," she warned, "you cannot keep her too long. Skunks can use their scent gland at a very early age. She may just lose her temper one day, and you will be sorry." Then Dr. Marie added, "Most skunks give you a warning by dancing on their two front paws."

Time passed. Uncle Tony's sweetpeas were climbing up the trellis, the house on the lot behind Uncle Tony's house was nearly finished, and the little skunk had grown into a fine-looking creature. The children visited Uncle Tony regularly and played with their black and white friend. They all felt sad at the thought of releasing the playful skunk into the woods. Uncle Tony and the children took the little skunk, which they had named Sweetpea, on frequent walks through the woodland park at the end of Oak Street. They turned rocks over to expose insects, which their friend learned to relish. They rolled logs of decaying wood over to expose termites or ants. Sweetpea learned to love these treats and soon began to roll logs and stones to uncover treats for herself.

Uncle Tony gradually reduced the portion of dog food that Sweetpea ate at home, and this made the little skunk hungry. She would work harder for her natural woodland food.

The time had come; Sweetpea could easily survive in the woods. She could easily find her own food and she was practically full grown. Keeping such a mature skunk was becoming more and more of a risk. She could lose her temper and cause an awful stink at any time. Sweetpea lived in a rabbit cage in the potting shed in Uncle Tony's garden. However, she preferred visiting and exploring inside Uncle Tony's house. The children loved to stroke the coarse fur that grew thick and bushy. The long claws clicked loudly as Sweetpea padded along in short but quick movements exploring every corner of the room.

"It's time for our walk in the woods," announced Uncle Tony. It was a pleasant, warm afternoon, so Uncle Tony put Baby, his pet cockatoo, on his shoulder, and they all headed for the woodland park at the end of Oak Street. Sweetpea, who had visited the woods so often, ran far ahead along the familiar path and was soon out of sight. The children were picking some blueberries, and Uncle Tony had cut off a maple twig for Baby the cockatoo to chew on. Baby loved the sweet wood of the maple, and chewing it kept her beak from getting too long.

Suddenly they heard loud barking coming from the direction where the skunk had disappeared. Then there was a yelp, followed by several more yelps and a mournful howl.

Mr. North came running through the bushes with his dog Bones just ahead of him. The dog looked very sheepish. "Hi, Tony. Well, I guess 'Old Bones' has learned a lesson about skunks. He won't chase one again. Pee-yew!" said Mr. North.

Uncle Tony apologized and told Mr. North the story of Sweetpea, the abandoned baby skunk, and offered to help give Bones a tomato-juice bath. "The acid in tomato juice removes the skunk's odor," said Uncle Tony.

"Tomato juice! That's good to know. I think I can handle Bones alone, thanks. There's no sense in both of us getting soaked. When Bones gets a bath, he gives me one too," said Mr. North. And he led the embarrassed dog home. Uncle Tony and the children felt very sorry for poor Bones.

Sweetpea came running down the path. She seemed very pleased with herself, as though she had just discovered a new power. Sweetpea was not a baby anymore. Although she had had a very slight odor, it was not too bad. That is, until she met Bones. Now the skunk carried a strong scent, and Uncle Tony knew that their little black and white friend must be returned to the woods forever. Uncle Tony and the children sadly played with Sweetpea for the last time. "Remember, children, we knew from the beginning that Sweetpea would only be a house-guest for a short time. Time always passes too quickly when we're having fun," said Uncle Tony with sadness in his voice.

The children said their good-byes and went home. Uncle Tony took Sweetpea for a long, long walk through the thickest bush, deep into the woods. The skunk began to hunt for insects, and slowly wandered away from Uncle Tony. The man turned and walked towards home. He felt as though he was deserting his best friend.

After a restless night full of worry and dreams of Sweetpea, Uncle Tony got out of bed. He prepared his breakfast, placed it on a tray, and, with Baby the cockatoo on his shoulder, went out to eat in the sunshine on the patio. He had no sooner sat down than he heard a familiar click-click sound on the walk. It was the sound of a skunk's long claws on cement. "Sweetpea," he said. The skunk greeted him and then headed for the potting shed.

She got into the rabbit cage, curled up, and went to sleep. Skunks are nocturnal, which means that they sleep all day and spend the night wandering and feeding. Sweetpea had wandered all night and come home to sleep.

"Returning you to the woods will not be as easy as I thought," said Uncle Tony. He left the little skunk to sleep for the day and returned at dusk. Then, once more, he took Sweetpea for a long, long, long walk into the woods. They crossed a bridge and soon came to the edge of a pine forest. They walked deep into the bush, and soon the skunk had disappeared into the underbrush. Uncle Tony returned home alone.

Over a month had passed, and the weather had grown cold, and a little snow covered the ground. Uncle Tony stood in front of a large picture window, drinking his morning orange juice. He noticed animal tracks across his patio. He looked closer. The tracks led to the potting shed in the garden. He quickly dressed, went outside, and opened the shed door. There, in the rabbit cage, was a sleepy skunk. Sweetpea greeted Uncle Tony and then curled up in a ball and went to sleep. Uncle Tony was very happy to see that Sweetpea had survived in the woods. But how could he get this stubborn little skunk to stay in the woods? There was still the danger of a dog, cat, or even a person startling Sweetpea and receiving a dose of that awful spray!

That evening Uncle Tony went out to get the skunk. He planned to take her for an even longer walk this time. But Sweetpea had left, as the winter nights started early. There were tracks that led towards the woodland park, and Uncle Tony followed them in the bright light of a full moon.

Soon Uncle Tony saw a skunk on the path in front of him. He walked toward it. The skunk faced him with its tail in a firing position. It began its little warning dance with its two front paws. Had Sweetpea gone so wild in a month that she would not recognize him? Would the skunk really spray him? Just then another skunk walked up to Uncle Tony. It was Sweetpea.

The skunk he was about to pick up was a wild creature from the woods!

Sweetpea nuzzled Uncle Tony's hand, then dashed down the path. The two skunks wandered together under the full winter moon and soon disappeared into the brush. It was with great relief that Uncle Tony observed the days, weeks, and months pass without the return of his strong-smelling friend. He was pleased, too, that Sweetpea had found a friend in the woods.

Now it was spring again. Uncle Tony and the children could not help but think about their adventure with Sweetpea as they stood back to admire their day's work in the garden. They had just finished planting a long row of sweetpeas. Just at dusk, the three were startled to see a beautiful skunk walk through the back hedge. Sweetpea made a clucking noise, and three babies followed her as she paraded them past her old friends and out of the garden again towards the woodland park at the end of Oak Street.

— Tony Brady

Discuss the ideas, using questions such as the following:

**Questions:**

Do you think Sweetpea is a good name for a skunk? Why?  
Do you think Uncle Tony did the right thing when he rescued the baby skunk? Why?  
Why was it a good idea to take the skunk to the veterinarian?  
How did Uncle Tony and the children help the skunk learn to survive in the woods?  
Why did Uncle Tony want the skunk to go away and live on its own in the woods?  
Why do you think the skunk kept coming back to Uncle Tony's?  
How do you think Uncle Tony feels about animals? How do you know?

recall details

make judgments

relate story to Unit theme

Have pupils compare the reactions of people to the skunks in this story and in the story "The Skunk on Yonge Street," and in the news item "Rabies threatens neighborhood."

attend to sentences

Reread the sentences containing underlined words.

use context to give word meanings

Guide pupils' study of the context, using questions and comments that assist them in recognizing information that is useful in determining the meanings of the underlined words.

Some suggestions for guiding pupils' interpretation follow:

1. the persistent house-guest

persistent

Who was the house-guest?

What did Sweetpea do each time Uncle Tony took her back to the woods and left her there?

Did Uncle Tony think he was ever going to get

Sweetpea to live in the woods? Why?

How does a persistent house-guest act?

What words could we use to explain persistent?

(coming back again and again, continuing, returning)

**Note:** Pupils should recognize that they have to use information from several parts of the story to define the word persistent.



Have you recorded your observations of one child's language today?

2. "Stop! Stop!" he shouted to the steam-shovel operator. The steam-shovel operator, who was trained to be alert, stopped the machine at once.

**Questions:**

alert

Why did the steam-shovel operator stop the machine?  
Did he stop the machine quickly?  
Why was he able to stop the machine quickly?  
What words could we use to explain alert? (watching carefully, wide-awake)

3. "We will look after the skunk until she can fend for herself and then we can release her in the woods," said Uncle Tony.

**Questions:**

fend for  
herself

Why did Uncle Tony have to look after the skunk?  
When would the skunk be able to look after herself?  
When did Uncle Tony plan to let the skunk go?  
What words could we use to explain fend for herself?  
(look after herself, get along on her own, provide for herself, get her own food)

**Note:** This selection contains many words that can be used for this kind of activity. Several words have been circled so that you can use them in other activities for pupils who need the additional instruction. Present three or four words in a lesson, and guide pupils' interpretation, using questions and comments that assist them in using appropriate context cues.

## Activity 13

### Understanding word structure – auditory recognition of accent

Have the following groups of words on the chalkboard or on an overhead transparency:

(1)

over

silent

finger

wagon

going

(2)

surprise

pretend

mistake

believe

awake

recognize syllables

recognize accented syllables

1. Pronounce each word in the first column. Have pupils note that each word has two syllables.  
Repeat the words and tap the syllables as you say them. Tap harder for the first syllable, which is accented.  
Have pupils say the words and tap the syllables.

Tell pupils that in all words of more than one syllable, one of the syllables is pronounced with more emphasis than the other. Introduce the term accent. Write it on the chalkboard and pronounce it. Have pupils read the term accent.



Repeat the words in the first column. Have pupils note that all the words in that column have the accent on the first syllable. Have pupils say the words and tap the syllables, tapping harder for the accented syllable.

2. Pronounce the words in the second column.  
Have pupils identify which syllable is accented.

Have pupils pronounce each word, and tap the syllables, tapping harder for the accented syllable.

**Note:** *Try to keep the pronunciation of the words as natural as possible. If pupils are to use knowledge of syllables and accent in identifying unfamiliar words in reading, the sound must be as closely related as possible to the sound they use in speech; otherwise pupils may not recognize words as ones they have heard.*

3. For pupils who have difficulty understanding the concept of accent, provide examples in which the accent is placed on the wrong syllable. Have pupils tell which pronunciation of the words is correct.

Say these words:

finish (fin' ish fin ish')  
basket (bas' kit bas kit')  
mistake (mis' tā k mis tāk')

4. Have the following words on the chalkboard or on an overhead transparency:

really	only	many
carry	color	hurry
nothing	better	noisy

Have pupils:

- say each word
- tap out the syllables
- identify the accented syllables
- try the pronunciation with the accent on the other syllable

Tell pupils that most two-syllable words are accented on the first syllable, and when they are trying to pronounce a word, they should try the accent on the first syllable, and if that doesn't sound right, try it on the second.

**name pictures**

### **Workbook Follow-up, page 60: Assessment – Auditory recognition of syllables**

**identify syllables**

Have pupils name each picture and note the vowel sounds that are heard. Have them put the numeral 1 if the word had one syllable and the numeral 2 if the word has two syllables. Have pupils circle each picture whose name is accented on the first syllable.

**identify accented syllables**

# Activity 14\*

**Handstands, page 143: Reading a poem – “The Wonderful Mouse”**

**Interpretation skill:** Forming sensory impressions

express personal  
ideas about topic of  
poem

Have pupils note the title and suggest what they think is wonderful about a mouse.

recognize form of  
concrete poetry

Have them note that the lines of the poem are written to form the shape of a mouse. Tell pupils that this poem was written by a girl when she was in Grade 5 in Winnipeg.

attend to a poem

Read the poem to pupils as they follow, reading silently.

read a poem

Have pupils reread the poem silently.

Have pupils discuss briefly the ideas in the poem.

form sensory  
impressions

**Questions:**

How does the poet feel about the mouse?

How does a mouse move?

What words describe the mouse's appearance?

Why does the poet think the mouse is clever?

Do you agree with the poet's idea that a mouse is “a lovable pet”?  
“a house pet”? both of these? Why?

Do you agree that most people hate mice? Why do you think so?

sense emotional  
reactions

make inferences

respond to form of  
concrete poetry

Have pupils discuss the effect of the form in which the poem is written on their responses to it.

**Questions:**

Does the shape of the poem help you to understand it better?

What do you like about poetry that is written in this manner?

**Note:** *You may wish to have pupils rewrite part of the poem in prose form and compare the visual effect with that of the form used in the reader.*

**Experience extension:** Have pupils write concrete poems about animals they think are wonderful.

# Activity 15

**Participating in a group discussion**

review discussion  
procedure

Have pupils form discussion groups.

Have pupils review discussion procedures that they need to improve.

Assign one of the following topics:

(i) Some wild animals can live in cities or towns.

(ii) Compare the life of a wild animal (for example, wild bear) and a zoo animal (for example, zoo bear).

*During a discussion, do you observe the listening behavior of your pupils?*

participate in a group discussion

Have pupils clarify the topic, then continue with the discussion.

If you can, sit in with some of the groups, taking note of how effectively pupils are handling discussion procedures. Take note of behaviors such as:

- staying with the topic
- responding to the ideas of peers
- hearing what peers have to say
- making frequent, worthwhile contributions
- elaborating upon ideas

evaluate group discussion

Have pupils evaluate discussion procedures and note ones they need to work on to improve. Remind them to refer to the list of standards prepared in Unit 55. In another lesson period, have groups share ideas about the discussion topic.

share ideas from discussion

## Activity 16

### Writing sentences about a topic

**Note:** *The purpose of this activity is to introduce pupils to the concept of a paragraph by having them produce three sentences about a specified topic. The discussion of the examples produced by pupils should help them recognize that all sentences in one paragraph are about one thing or one idea.*

1. Select one of the following topics or objects for the pupils to use as the writing stimulus in this activity:
  - a familiar object in the classroom; for example, scissors, paste, eraser, tape recorder
  - a topic familiar to all pupils; for example, snow, grass, rain, fish, horses, trees, birds, the wind

write three sentences about a topic

Present one topic or show one object. Write the name on the chalkboard (for example, scissors). Have pupils each write three sentences about the topic.

Have individual pupils write their sentences on the chalkboard.

Direct pupils' study of each example.

identify features of a paragraph

Have pupils:

- read each example
- identify the number of sentences
- identify information provided by each sentence about the topic
- note the number of different ideas expressed about the topic (after all the examples have been considered)

Have pupils note that a paragraph consists of several sentences about one idea or one topic.

Remind them that, although they wrote three sentences, there is no set number of sentences in a paragraph.

**Note:** *You may wish to have pupils look at paragraphs of varying length in reader selections or group compositions.*

2. Have pupils examine a recent individual composition to identify groups of sentences that would constitute a paragraph. Have individuals write their paragraphs on the chalkboard. Use the established procedure to direct pupils' study of each example.

**Note:** Most pupils at this level will require frequent experiences of this nature to help them become aware of what is involved in producing different forms of written language. The concern in lessons of this nature should be with the quality of writing produced rather than with quantity. Short passages produced by pupils can be readily recorded on the chalkboard and carefully examined to note the appropriate features of written language.

apply phonic  
knowledge

### **Workbook Activity, page 61: Assessment – Applying phonic knowledge**

Have pupils read the sentences and note the underlined words. Have them put an X in the box beside the letters that give the correct pronunciation of the underlined word.

**Note:** You may wish to use some of the sentences from this exercise in a directed lesson.

Have pupils use context cues to give the meanings of the underlined words.

## **Activity 17**

### **Handstands, pages 144-159: Reading a story – “Rescue at Apt. 317”**

**Interpretation skills:** Making judgments  
Sensing emotional reactions

*In making judgments, the reader must consider story information as well as personal feelings and values. Pupils should be encouraged to elaborate upon their ideas about particular situations. Pupils should be guided in noting different kinds of emotional reactions (for example, distress, fear, suspicion, anger, joy) and in using a variety of words to describe these emotions.*

#### **Core Vocabulary**

**Unit** – outside    dear    light    hurry    many

**Review** – watch    stand    hear    through    thought    knew  
                 please    start

#### **Application of known phonic and structural principles**

slammed    gripping    stopped    shrugged    running  
stepped    grinned    dripped    hummed    grabbed

#### **Preparation for reading**

Have pupils locate title on Contents page. Have them tell what they know about apartment buildings.

Guide pupils in making predictions about the story from the title.

use Contents

make predictions



## Guiding the reading

**Note:** *This story is longer than others the pupils have encountered in Handstands. Provide ample time for pupils to read the entire story. Use this selection to check on pupils' ability to do sustained reading.*

Have pupils read the story silently.

Guide pupils' interpretation of the story, using questions and comments that require them to sense emotional reactions and make judgments. Encourage pupils to refer to the story to substantiate their responses and to react to classmates' responses.

### Questions:

- Do you think Mrs. Wishart was right in having a kitten in the apartment?
- Do you think Terry was right in rescuing the kitten?
- Why do you think Terry helped Mrs. Wishart?
- What do you think would happen if the building superintendent found out about Mrs. Wishart's kitten?
- How do you think Terry's father felt when he found out what Terry and Hugo had been doing?
- Do you think Terry should have explained everything to her father?
- How did Terry feel about living in an apartment at the beginning of the story?
- How did her feelings change?
- How did Terry and Hugo feel about each other?
- How did the children feel about the building superintendent?
- Were they right to feel that way?

sense emotional reactions

make judgments

relate story topic to Unit theme

Have pupils relate story to unit theme "Animals in the city" by discussing: Should people be allowed to have pets in apartment buildings?

dramatize story

Have pupils work in groups to prepare dramatizations of their favorite part of the story.

interpret story details

make inferences

Have pupils reread the quoted sentences from the story. Have them use appropriate context cues to determine the meaning of each underlined word. Guide pupils' use of context cues, using questions or comments such as the following:

use context cues to give word meanings

page 144 – "Don't let Mr. Scranton see Smoky. There's a rule against pets in this building, and he'd have me evicted if he knew about Smoky."

### Questions:

- evicted Why didn't Mrs. Wishart want Mr. Scranton to know about Smoky?
- What sometimes happens when people living in apartment blocks don't follow the rules?
- What are some words you can use to explain evicted? (put out, expelled, make Mrs. Wishart move)

page 146 – “T-e-rry.”

The voice came from above her, and Terry looked around, startled.

“T-E-RR-Y!” The call sounded urgent, and when Terry looked around again she saw Mrs. Wishart beckoning from the balcony of her third floor apartment.

**Questions:**

urgent

What startled Terry?

How do you know that Mrs. Wishart spoke louder the second time she called Terry’s name?

Why did Mrs. Wishart call louder?

What are some other words you can use to explain urgent? (needing help right now, needing immediate action)

beckoning

What are other ways (besides calling out) that can be used to attract a person’s attention? (making a noise by banging on something, waving at the person)

Do you think Mrs. Wishart wanted to make a lot of noise?

Besides calling Terry’s name, what else did Mrs. Wishart do to attract the girl’s attention?

What are some other words you can use to explain beckoning? (waving her hand, signalling with her hand, motioning with her hand)

page 149 – The blackness closed in on her and she stood rigid, gripping a locker door.

**Questions:**

rigid

Where was Terry?

What had Hugo done when he left the locker room?

Was Terry moving? Why not?

How do you think Terry felt?

How would you stand if you were frightened and couldn’t see because of darkness?

What are some other words you can use to explain rigid? (stiff, very still, dead in her tracks, not moving)

**Extra teaching** – In another lesson period, you may wish to provide additional instruction for pupils who require it.

Use the same procedure with other words from the story such as:

page 151 – trundled

page 154 – coax

page 155 – edged

page 157 – pleaded

page 158 – glowered; out of bounds; deliberately

**Workbook Follow-up, page 62: Interpreting story details**  
**Making inferences**

**make inferences**

Have pupils read each statement and mark the choice that best completes it.

Have pupils share their responses. Encourage them to explain why the choice of answer is appropriate.

# Activity 18\*

## “Apartment House”: Listening to a poem Noting rhyme patterns

### attend to a poem

Have pupils listen to the poem to find out who lives in the apartment and what they like to do.

Read “Apartment House” to the pupils.

### APARTMENT HOUSE

Hi, ho, who knows me?  
I’m the girl who lives in B.  
I like baseball,  
jacks, and soccer.  
I keep jump ropes in my locker.  
Hi, ho, who knows me?  
I’m the girl who lives in B.

Hi, ho, who knows me?  
I’m the girl who lives in C.  
I like hamsters,  
dogs, and kittens.  
I like white angora mittens.  
Hi, ho, who knows me?  
I’m the girl who lives in C.

Hi, ho, who knows me?  
I’m the girl who lives in D.  
I like cheese cake,  
fudge, and strudel.  
I like buttered bread and noodles.  
Hi, ho, who knows me?  
I’m the girl who lives in D.

Hi, ho, who knows me?  
I’m the girl who lives in E.  
I like dresses  
trimmed with laces.  
I like dolls with pretty faces.  
Hi, ho, who knows me?  
I’m the girl who lives in E.

Hi, ho, who knows me?  
I’m the girl who lives in G.  
I like books on  
foreign places.  
I like poems and people’s faces.  
Hi, ho, who knows me?  
I’m the girl who lives in G.

— Marci Ridlon

### recall details

### express personal preferences

#### Questions:

- How are the apartments numbered?
- Who lives in the apartment building?
- What does each girl like to do?
- What is this poem telling us about people? (that everyone is different)
- Which girl would you like to have as a friend? Why?

### note rhyme pattern

Reread the poem.

Have pupils note the three lines in the middle of each verse, and observe that the last two lines rhyme.

**Experience extension:** Provide pupils with copies of the first two and last two lines of the poem, changing girl to boy. Have pupils complete the poem by writing the three rhyming lines in each verse. Have pupils read their poems to the class.

## Activity 19\*

**Recognizing core vocabulary – light**

hurry   many   outside  
dear

## read sentences

## recognize core vocabulary

1. Before you begin the lesson, have the following sentences on the chalkboard:

Many people stood outside the dark room.

"Where is the light switch?" said a voice from inside.

"Oh, dear, I don't know. Stand over there while I look for it," said another voice.

"Let's hurry and get out of here," said the first voice.

Have pupils read the sentences silently. Have pupils identify core vocabulary words as you name them.

## close sentences

2. Have the following words and sentences on the chalkboard or on an overhead transparency:

light   hurry   many   outside   dear

There were \_\_\_\_\_ people at the hockey game.

We'll have to \_\_\_\_\_ or we'll be late.

Leave your muddy boots \_\_\_\_\_ the door.

"Come along, my \_\_\_\_\_," said Grandma.

The \_\_\_\_\_ in the closet is burned out.

Have pupils close each sentence with the appropriate core vocabulary word.

Have pupils read the sentences aloud.

## Activity 20\*

## Reading a group composition

## Revising a group composition

## read a composition

Have pupils read the composition written in Activity 10.

## evaluate a composition

Have them evaluate the composition, noting features such as the following:

- completeness of sentences
- variation in sentence beginnings
- appropriateness of vocabulary
- organization of ideas
- effectiveness or appeal of the ideas

**dictate revisions for composition**

Select one feature that needs revising. Have pupils dictate the revisions. Have pupils compare the original and revised compositions and note how the revisions improved the composition.



*Do you help pupils to use context, semantic, and phonic cues to decode unknown words?*

**Note:** Remind pupils, whenever they themselves write a group composition, to proofread their writing. You may wish to include proofreading as one part of a lesson on revising. Pupils should note, of course, that proofreading deals with the mechanics of written language – spelling and punctuation – and that revising deals with the ideas and the expression of the ideas.

## Activity 21

### Understanding sentence meaning – figurative language

**Note:** Our language has many expressions that have meanings other than the literal ones. Pupils, if they are to understand a writer's intended meaning, must be aware of such figurative or idiomatic expressions and interpret them as the author intended.

read sentences

understand  
figurative  
expressions

Have the following sentences on the chalkboard or on an overhead transparency:

- (i) Samu was a little afraid of Mylos, the big bully. Samu got cold feet when he saw Mylos coming down the path.
- (ii) Mylos was with Kasa, another bully. The two big boys put their heads together. They were planning something.
- (iii) Then Samu smiled to himself. "I won't lose my head," he said. "I'll hide in my secret place, and Mylos and Kasa won't see me."

Have pupils:

- read each sentence
- note the underlined phrase
- explain the figurative meaning of each phrase
- compare the figurative meaning with the literal meaning

You may wish to direct the study of each example by asking questions. For example:

#### Questions:

- How did Samu feel about Mylos?
- Were Samu's feet really cold?
- What happens when you get "cold feet"?
- What word could you use instead of that phrase?
- Have you ever had "cold feet" about something?

### Workbook Follow-up, page 63: Understanding sentence meaning – figurative language

read sentences

understand  
figurative language

clarify responses

Have pupils read each sentence and note the underlined words. Have them mark an X beside the phrase that best explains the underlined words.

Check the exercise with pupils. Have them discuss each choice to clarify which one gives the best explanation.

## Activity 22\*

### *Handstands*, page 160: Reading a poem – “Raccoon”

Have pupils locate title on Contents page. Have them tell what they know about raccoons.

attend to a poem

Read the poem as the pupils follow in their books.

sense emotional reactions

Have pupils discuss the poem.

make judgments

#### Questions:

How does the poet feel about the raccoon?  
Do you think the poet is right? Why?

compare ideas in selections

Have pupils recall the news item about raccoons, “Help! Police!”  
Have them compare the reactions of the poet and the people in the news item. Reread the poem.

read a poem

Have pupils study the poem, then have individuals read it orally.

## Activity 23

### *Workbook*, page 64: Assessment – Recognizing core vocabulary

read sentences

Have pupils read the sentences silently.

recognize core vocabulary

Have them mark the core vocabulary words as you name them.

<u>Sentence</u>	<u>Circle</u>	<u>Underline</u>
1	carry	please
2	while	watch
3	through	wind
4	next	first
5	us	car
6	which	hear
7	last	lights
8	or	color
9	show	today
10	many	those

close sentences

Have pupils complete the second part independently.

## CHECKING ACHIEVEMENT

Do pupils:

- show interest in reading voluntarily?
- show interest in writing voluntarily?
- share ideas readily with peers, in group discussion and informal situations?
- enjoy reading different kinds of written expression — stories, poems, plays, informational selections?
- enjoy reading orally?
- proofread their written expression?
- use varied sentence patterns in their writing?
- work co-operatively with classmates?
- use a procedure to identify unfamiliar words?

Can pupils:

- use context cues to give word meanings?
- organize words in alphabetical order?
- recognize syllables and accent?
- recognize core vocabulary?
- apply phonic knowledge?
- use conventions of written language?
- spell familiar words?
- write sentences about a topic?
- use a variety of words to describe emotional reactions?

# Spelling

## Unit Words

getting	am	don't	take	come
swim	camp	didn't	takes	comes
swimming	dad	can't	taking	coming
	mad	I'll	make	named
these	cats	it's	makes	have
	sat	wasn't	making	having
	hand			

## Spelling Activity 1

- ← 1. Use the pretest procedure with the words at the left.
- getting swim  
swimming

- letting swims ← 2. Dictate the words at the left to extend the spelling list.  
 setting trimming  
 betting skimming  
 dimming

## Spelling Activity 2

- getting ← 1. Dictate the words at the left.  
 swimming  
 Have individual pupils give the spelling of each word.  
 Have pupils identify the root words and note that the final consonant is doubled before the ending -ing is added.
- these ← 2. Use the pretest procedure with the word at the left.  
 Have pupils note that the letter s represents /z/.  
 3. Dictate these phrases:  
 going swimming  
 getting wet  
 a swim  
 these things

Write the phrases on the chalkboard.  
 Under your supervision, have pupils check their writing.

### Workbook Follow-up: page S26

Have pupils complete the page independently.  
 Check the exercise with pupils.  
 Note words that pupils misspelled and provide additional instruction as required.

## Spelling Activity 3

- am cats ← 1. Use the pretest procedure with the words at the left.  
 camp sat  
 dad hand  
 mad

2. Extend the spelling list by dictating the following groups of words:

clam	lamp	bad	cat	band
scram	clamp	had	fat	land
ram	ramp	sad	bat	stand
Sam	stamp	lad	bats	grand
tam	tramp	madder	hat	hands
	camps	maddest	chat	
	camping	daddy		



## Spelling Activity 4

1. Use WSP with any words misspelled in the pretest Activities 1, 2, and 3.
2. Dictate the following sentences:  
We went swimming.  
These cats are bad.  
I am going to camp.

Write the sentences on the chalkboard.  
Under your direction, have pupils check their writing.

### Workbook Activity: page S27

Be sure that pupils understand the directions.  
Have them complete the exercise independently.  
Remind pupils to form letters correctly when writing the answers.

## Spelling Activity 5

don't    I'll  
didn't   it's  
can't    wasn't

- ←
1. Use the pretest procedure with the words at the left.
  2. Extend the spelling list by dictating **won't**
  3. Have pupils review terms "contraction" and "apostrophe."

## Spelling Activity 6

1. Use WSP with any words misspelled in the pretest in Activity 5.
2. Dictate the full form of each contraction in Activity 5.  
Write the full forms of the contractions on the chalkboard.  
Under your direction, have pupils check their writing.

### Workbook Follow-up: page S28

Discuss directions with pupils.  
Have them complete the exercise independently.  
Check the exercise with pupils.

## Spelling Activity 7

take    come  
takes   comes  
taking   coming  
make    named  
makes   have  
making   having

- ←
1. Use the pretest procedure with the words listed at the left.
  2. Have pupils review the generalization about dropping final e before adding -ed and -ing.
  3. Extend the spelling list by dictating the following groups of words:

bakes	rakes	name	tame	some
baked	raked	naming	tamed	haven't
baking	raking		taming	

## Spelling Activity 8

1. Use the WSP with any words misspelled in the pretest in Activity 7.
2. Dictate these phrases:  
making a cake  
takes a rake  
comes to the zoo  
wasn't named  
having supper

Write the phrases on the chalkboard.

Under your supervision, have pupils check their writing.

Have pupils indicate words with inflectional endings and identify the root words.

### Workbook Follow-up: page S29

Have pupils complete the page independently.  
Check the exercise with them.

## Spelling Activity 9

Duplicate the following exercise:

1. Write the list words that rhyme with: lamp, sneeze, sits, some.
2. Add -ing to: take      come  
                         make      camp
3. Write a list word in each sentence.  
I \_\_\_\_\_ going \_\_\_\_\_.  
At night \_\_\_\_\_ dark outside.  
The stars \_\_\_\_\_ shine in the daytime.  
He \_\_\_\_\_ ready to go to sleep.
4. Write a story about something these words make you think of:  
                         cats      dad      mad  
Proofread your story.

getting      take  
swim      takes  
swimming taking  
these      make  
am      makes  
camp      making  
dad      come  
mad      comes  
cats      coming  
sat      named  
hand      have  
don't      having  
didn't  
can't  
I'll  
it's  
wasn't

## Spelling Activity 10

### Assessment

1. Dictate all the words from the unit list.  
Check pupil spelling and reteach where necessary.
2. Have pupils enter any misspelled words in their personal record on  
Workbook page S32.

## LANGUAGE RECORD CARD – LEVEL 6

Name \_\_\_\_\_ Date \_\_\_\_\_

Use of Experience Range of real experiences available; ability to develop ideas from experience; reference to vicarious experience; ability to see relationships among experiences; ability to recall prior experience; ability to classify things and ideas; ability to relate personal experience to a theme.

Listening Ability to attend for sustained periods; interest in listening to ideas of others; interest in stories; ability to interpret ideas through listening (main idea, sequence, detail, inference, and so on), enjoy interesting language usage; react to the rhythm of poetry; recognize and enjoy various kinds of writing (narrative, tall tale, humor, nonsense, and so on).

Speaking Interest in sharing ideas; confidence in speaking to a group; ability to use language to *question, direct, describe, explain, narrate, reason*; ability to organize ideas for effective oral expression; use of a variety of sentence patterns; fluency of expression; quality of vocabulary — precision, variety, accuracy; quality of ideas expressed; ability to dramatize own interpretation of a story; interpret discussion topic; contribute to a discussion; analyze, summarize, and evaluate a discussion.

Writing Ability to select and organize ideas for writing; ability to dictate a composition; variety of sentence patterns used in writing; understanding of the conventions of written form; interest in writing independently; ability to write independently; ability to use conventions of written form (spelling, punctuation); competence in learning to spell a selected number of words; ability to evaluate handwriting; begin to write smaller letters; express personal opinions in writing; write familiar phrases and sentences; ability to write individual compositions; revise a composition; begin to use various styles of writing.

Reading Understands that reading is interpreting ideas; interest in reading library books; interest in reading group compositions and lesson materials; ability to read compositions and reader selections; development of sight vocabulary; knowledge of phonic principles; establish and apply procedure for identifying unknown words independently; use of context to identify words; ability to interpret ideas; quality of reaction to ideas; ability to interpret ideas and communicate emotions through *oral* reading; ability to form visual, tactile, and auditory impressions; make predictions, using title, illustrations, story characters; ability to infer, make judgments, draw conclusions; ability to understand and interpret relationships.

## ADDITIONAL WORD-RECOGNITION LESSONS

Lessons 1-3	Using context cues
Lessons 4-8	Understanding word structure
Lessons 9-13	Sound-symbol relationship
Lesson 14	Recognizing syllables
Lesson 15	Vocabulary

### Lesson 1

#### Using context cues to derive word meanings

Have the following sentences on the chalkboard or duplicate copies for pupils:

use context cues to  
derive word  
meanings

read sentences

1. The cowboys rode off in all directions – north, south, east, and west. They were going to round up the cattle.
2. Betty's dog is always getting into mischief. It runs across the neighbor's lawn and digs in the flower beds. It chases the cat and barks at the parakeet.
3. A bumblebee is very tiny, but a hippopotamus is gigantic.
4. Bob and Jack went on a hike. Jack fell and hurt his knee. Bob went to get help for his companion.
5. The children wanted to play ball but they needed one more player. So they asked their teacher to participate in the game.

Have pupils read each sentence and note the underlined words. Use appropriate questions and comments to guide pupils in using context cues to decide on the meanings of the underlined words.

### Lesson 2

#### Using context cues to derive word meanings

Have the following sentences on the chalkboard or duplicate copies for pupils:

use context cues to  
derive word  
meanings

read sentences

1. The mellow apple tasted sweet and juicy.
2. The man tripped going up the steep flight of stairs.
3. The lost pup looked around uncertainly. It didn't know which way to go to get home.
4. The campers put out the campfire. They checked carefully to see that no cinders were burning.
5. Bruce found a rabbit's burrow. He poked at the hole with a stick, but no rabbit came out.

Have pupils read each sentence and note the underlined word. Use appropriate questions and comments to guide pupils in using context cues to decide on the meanings of the underlined words.



### Lesson 3

#### Using context cues to derive word meanings

Have the following sentences on the chalkboard or duplicate copies for pupils:

use context cues to  
derive word  
meanings

read sentences

1. The statue of Golden Boy sits on top of the Legislative Building in Winnipeg. Its beautiful golden color gleams in the sunlight.
2. The thunderstorm terrified the cattle. They began to move slowly, then they were running at top speed. The frightened cattle were stampeding.
3. The lost dog wandered down the country road. Its long hair was dirty and straggly. The children would hardly recognize their lost pet.
4. The pupils were very surprised when they came into the classroom. The teacher hadn't mentioned that a clown was going to visit them.
5. Nick was thrilled with excitement as his team skated onto the ice. A famous hockey player was going to be the referee for their game!

Have pupils read each sentence and note the underlined words. Use appropriate questions and comments to guide pupils in using context cues to give the meanings of the underlined words.

### Lesson 4

#### Recognizing derived forms – prefix un-

Have the following sentences on the chalkboard or duplicate copies for pupils:

recognize derived  
forms – prefix un-

read sentences

1. Books and papers were scattered all around the room. It looked very untidy.
2. The little boy was just learning how to skate. He was unable to keep his feet together.
3. The room was very hot. The people were uncomfortable with their heavy coats on, so they took them off.
4. The girl unbuckled her shoes and took them off.
5. The light bulb was burned out. The man unscrewed the old bulb and put a new one in its place.

Have pupils read the sentences, underline words that have a prefix, and circle the prefix. Guide pupils in giving the meanings of the derived words.

### Lesson 5

#### Recognizing derived forms – prefix dis-

Have the following sentences on the chalkboard or duplicate copies for pupils:

recognize derived  
forms – prefix dis-

read sentences

1. The naughty child was spanked when he disobeyed his father.
2. The cold, rainy day was very dismal. The children disliked having to stay indoors.
3. The girl dismounted her bicycle at the corner and walked across the street.
4. The man looked very displeased. The dog's barking had disturbed him.
5. My favorite TV program doesn't come on anymore. The station has discontinued it.

use context cues to  
derive word  
meanings

Have pupils read the sentences, underline words that have a prefix, and circle the prefix. Have pupils discuss their answers, noting that in some words (dismal, disturbed) the syllable dis is not a prefix. Guide pupils in using context cues to give the meanings of the words containing the prefix dis.

## Lesson 6

### Recognizing derived forms – prefixes im-, un-, dis-

Have the following sentences on the chalkboard or duplicate copies for pupils:

recognize derived  
forms – prefixes  
im-, un-, dis-

read sentences

1. The moose bellowed angrily at the cars. It was impatient to cross the busy highway.
2. The kitten was always playing tricks on the children. It was a little imp. But the children found it impossible to get angry with their pet.
3. The woman told the children to come back immediately. She wanted them to say they were sorry for being impolite.
4. The impure water was unsafe for drinking.
5. We pulled out the plug to disconnect the TV.
6. Everyone had to unmask at the end of the Halloween party.
7. The campers unloaded the truck, set up the tent under some trees, then unrolled the sleeping bags.

use context cues to  
derive word  
meanings

Have pupils read the sentences, underline the words containing prefixes, and circle the prefixes. Have pupils discuss their answers, noting that in some words (imp, immediately, under) the syllables im and un are not prefixes. Guide pupils in using context cues to give the meanings of the derived words.

## Lesson 7

### Understanding word structure – compound words

Have the following words on the chalkboard before the lesson:

something toothbrush classroom sunshine milkshake upon

Have pupils find the two root words. Review the term compound word.

Have the following sentences on the chalkboard before the lesson:

The whirlwind blew the leaves around and around.  
Andy is always reading. He's a bookworm.  
It was very dark outside. But we could see where to walk. Dad had the flashlight on.

understand word  
structure – compound  
words

Have pupils read each sentence and identify the compound words. Have pupils note that sometimes when we see a compound word we recognize only one of the root words. Have pupils discuss the use of context and the one known root to identify each compound word.

Have pupils use the following activities in independent activity periods:

1. Make a card from a piece of tag board (20 cm x 25 cm). Using two columns, print the first part of the compound word in the first column and the other part in the second column. For example:

house	barrow
air	way
fire	boat
high	truck
wheel	plane

Other words that could be used in this activity:

pancake seashells grasshopper cupcake swimsuit  
ladybug blueberries rainbow speedboat strawberries sun-  
burn sailboat applesauce sunlight rainbow scrapbook  
peanut bumblebee snowshoes bedtime broomstick tooth-  
brush hairbrush beehive

### write words

Have pupils work in pairs. Have them place the word card between them and then write (on separate sheets of paper) the compound words that can be made from the words in the two columns. Have them read their word lists to each other and check their spelling.

2. Have pupils make individual lists of compound words. Have them locate compound words in reader and *Workbook* selections. Have them work in pairs to write sentences for the compound words.

3. Provide pupils with sheets of paper that contain the following headings:  
How many compound words can you think of with the word fire?

Write as many as you can.

Draw pictures for the words.

Write sentences for three of the words.

Use the same format for these words:

snow sun ball foot rain book house

### draw pictures

### write sentences

## Lesson 8

### Understanding word structure — -er of agent

### understand word structure — -er of agent

Write these words on the chalkboard: farmer batter player dryer

Have pupils read each word, identify the root word, tell what each word means, and use each word in a sentence. Have pupils note that the final consonant in batter is doubled before adding the -er ending. Have pupils review the generalization that the suffix -er often means someone or something that does something.

### define meaning of suffix -er

Duplicate the following exercise. Review the directions with pupils. Have them complete the exercise independently.

Write the word that means:

1. Someone who hunts \_\_\_\_\_
2. Something that mows the grass \_\_\_\_\_
3. Someone who plays a drum \_\_\_\_\_
4. Something that washes clothes \_\_\_\_\_
5. Something that sweeps the streets \_\_\_\_\_
6. Someone who sings \_\_\_\_\_
7. Someone who dances \_\_\_\_\_
8. Someone who builds things \_\_\_\_\_
9. Someone who marches in a parade \_\_\_\_\_

In each number, underline the root words that told you what to write.

## Lesson 9

### Associating sound and symbol — consonant letters b, d, g, gh, k, l, w that represent no sound

### recognize that some letters in some words represent no sound

Write the following words on the chalkboard:

daughter	knead	thought	wren	sleigh
edge	palm	knot	limb	gnaw
climber	wrinkle	smudge	walker	sign

Have pupils:

- read the words
- identify the consonants that represent no sound
- underline those consonants
- add other words that fit the patterns of the words in the lists

### identify consonants representing no sound

The following words are listed for your information:

- "silent" b: lamb, bomb, thumb, comb, crumb, dumb, numb, plumber  
"silent" d: ledge, wedge; fudge, grudge, budge, nudge; dodge; badger  
"silent" gh: bought, brought; though, dough, through; sleigh, neighbor, weigh, eight, straight, freight  
"silent" g: gnash, gnat, gnome, signpost, design  
"silent" k: knack, knock, knee, kneel, knew, knife, knight, knob, knoll, knuckle  
"silent" l: chalk, talk, walk, half, calf, calm, folk, salmon, would, could, should, yolk  
"silent" w: wrap, wrapper, wreck, wrench, wrist, write, wrong; answer, sword, two

Duplicate the following exercise:

read sentences

recognize silent  
consonant letters

Read the sentences. Underline all the words that have silent consonant letters.

1. The plumber came to fix the sink. A big piece of paper was wedged in the drain. The plumber nudged the paper until it came loose.
2. The pudgy baby put his fat thumb in the fudge!
3. The knight hit his knuckle and his wrist with his sword.
4. The fisherman put a whole salmon in his knapsack.
5. The crosswalk sign was lighted with bright flashing lights.

## Lesson 10

Associating sound and symbol – /ā/, a-e, ai, ay; /ō/, o-e, oa, ow

associate sound  
and symbol – /ā/,  
a-e, ai, ay; /ō/, o-e,  
oa, ow

identify /ā/, /ō/

identify vowel  
letters representing  
/ā/, /ō/

suggest words with  
/ā/, /ō/

1. Write the following sentences on the chalkboard:

We paid for our tickets and got on the big gray train. We were going on a holiday.  
The road was covered with snow. It took a long time to get home.

Have pupils read the sentences and identify the words that have the same vowel sounds as (i) cake and (ii) boat.

Write the words cake and boat on the chalkboard. Have pupils list the words from the sentences under the appropriate key word. Have pupils identify the letters that represent the vowel sound in each word.

Have pupils extend each list by dictating words that follow the patterns in the list words.

2. Duplicate the following exercise:

Close the sentences. Use words that have the vowel sounds you hear in cake and boat.

1. You need to wear a \_\_\_\_\_ when it is cold.
2. A big cloud of \_\_\_\_\_ was coming from the fire.
3. The children laughed when they heard the \_\_\_\_\_.
4. We bought a \_\_\_\_\_ of bread at the bakery. We \_\_\_\_\_ some \_\_\_\_\_ for breakfast with the bread.
5. The cars on the \_\_\_\_\_ were going very fast.
6. The children were \_\_\_\_\_ a game.
7. The children had a candy \_\_\_\_\_. They wanted to \_\_\_\_\_ money to buy some new library books.

close sentences



read sentences

recognize variations  
in sounds  
represented by ai,  
ay, oa

3. Write the following sentences on the chalkboard:

They said the chair was broken.  
He says his prayers every night.  
The boat doesn't have any oars.

The men put a pair of boards across the hole.

Have pupils read the sentences, underline the words with ai, ay, oa, and note the variations in pronunciation.

## Lesson 11

### Associating sound and symbol – vowel combinations ee, ea, ie, ei

1. Write the following sentences on the chalkboard:

Please don't squeeze the piece of pie.  
The thief dreamed about eight gleaming pearls.  
Our neighbor has a great big jeep.  
I believe the height of the tree is seven metres.  
We received a greeting card from our friends.

Have pupils read the sentences and mark the words containing the vowel combinations ee, ea, ie, ei.

Have pupils pronounce the words one at a time and note the vowel sound that is represented by each combination of vowel letters.

2. Duplicate the following exercise:

Read the sentences.

Underline the words with the vowel letters ee, ea, ie, ei.

Write the underlined words under the key word that has the same vowel sound.

1. A beaver has very sharp teeth.
2. The fierce chief carried a huge shield.
3. The flea teased the bear.
4. We found the feathers in the field.
5. My niece likes to wear a leather coat.
6. His jeans had a big tear in the knee.
7. The ceiling is painted green.
8. You can have either peaches or pears for lunch.

Key Words

see

care

bed

associate sound  
and symbol – vowel  
combinations ee,  
ea, ie, ei

read sentences

identify vowel  
letters ee, ea, ie, ei

pronounce words

read sentences

recognize vowel  
combinations – ee,  
ea, ie, ei

identify vowel  
sound represented  
by ee, ea, ie, ei

write words

associate sound  
and symbol – letter  
combinations oi, oy;  
ou, ow

recognize letter  
combinations – oi,  
oy; ou, ow

identify vowel  
sounds represented  
by oi, oy; ou, ow

## Lesson 12

### Associating sound and symbol – oi, oy; ou, ow

1. Write the following sentences on the chalkboard:

The crowd was joyous when the snow stopped.  
Roy counts as he bounces his ball.  
The loud noise spoiled the baby's nap.  
The ground in the garden is moist.  
The birds have flown south.  
The man would not allow his dog to howl.

Have pupils read the sentences and mark the words containing oi, oy, ou, ow.

Have pupils note that oi and oy represent the same vowel sound. Have them note the sounds represented by ou and ow.

read sentences

recognize letter combinations – oi, oy; ou, ow

answer questions

identify vowel sounds represented by oi, oy; ou, ow

2. Duplicate the following exercise:

Read the questions.

Underline the words with oi, oy, ou, ow.

Put an X under the heading "Yes" if the answer is "yes"; put an X under the heading "No" if the answer is "no."

1. Is a clown a funny fellow?
2. Is your grandmother young?
3. Could an oyster eat a mouse?
4. Will water make soil moist?
5. Would a crow live in the mountains?
6. Could a towel get blown away?
7. Does a cough hurt your voice?
8. Can a boy touch the top of a tower?
9. Does a grouchy person pout and scowl?
10. Can you point to your elbow?
11. Can a ship go on a voyage?

<u>Yes</u>	<u>No</u>

Check the exercise with pupils. Note that each Yes or No answer is the individual decision of each pupil.

Have pupils read the words that they underlined and note the sounds represented by oi, oy, ou, and ow

### Lesson 13

#### Applying phonic knowledge

1. Write the following headings and words on the chalkboard:

**Note:** *The pronunciation symbols have been supplied for your convenience; do not write them on the chalkboard.*

apply phonic knowledge

pronounce words

recognize consonant and vowel sounds

dictate phonetic spelling

Write

cheese

head

said

coat

use

Say

(chēz)

(hed)

(sed)

(kōt)

(ūz)

Write

sky

broke

fox

will

knot

Say

(skī)

(brōk)

(foks)

(wil)

(not)

Have pupils pronounce the words one at a time.

Have them (i) tell what sounds they hear when they say the word and (ii) dictate the letters that represent those sounds.

Record pupils' responses under the "Say" heading.

Have pupils note: consonant letters that represent no sound; combinations of letters that represent the same sound; different sounds represented by the same letters.

2. Duplicate the following exercise:

Read the words in the box and the words in the list.

Write a word from the box that rhymes with each word in the list.

Circle the letters that stand for the vowel sound you hear in each word.

read words

recognize rhyming words

write words

dictate phonetic spelling for pairs of words

crowd pains cow reins fleece good cloud tooth	bough would tower hoe	piece youth roll stay	toe friend mend enough bought snow bud height	might puff feeling eyes beat got	flood caught
weigh flour build elbow bowl much			ceiling greet stare flies straight caught		

Check the exercise with pupils.

You may wish to have pupils dictate the letters that represent the pronunciation for some of the pairs of words.

- Have pupils prepare their own lists of words to be written in pronunciation symbols. Record pupils' words on the chalkboard. Have them dictate the letters that tell how the words are pronounced.

## Lesson 14

### Recognizing syllables – auditory perception of vowel sounds and syllables

recognize syllables

identify vowel sounds

associate sound and symbol – recognize silent vowel letters

pronounce words

recognize number of vowel sounds

identify vowel sounds

suggest words

- Pronounce the following words:

hit	run	cab	met	song
find	tube	lame	peek	road

Have pupils identify the vowel sound heard in each word.

Write the words on the chalkboard.

Have pupils read the words and note the vowel letters.

Have them recall that in some words they see two vowel letters in the written word but hear only one vowel sound in the spoken word.

- Pronounce the words in the following list.

Have pupils listen and tell whether they hear one vowel sound or two.

Have pupils identify the vowel sounds that they hear in each word.

hop	weather	milk
remain	wave	shrivel
barely	thirsty	believe
own	what	step

- Have each pupil say a word (for example: his/her name; the name of an object in the classroom; the name of a game, an article of clothing). Have the pupil sitting beside the first pupil tell the number of vowel sounds he/she heard. Have the next pupil identify the vowel sounds. Have the other pupils listen and check the answers.

review term  
"syllable"

recognize number  
of syllables

4. Have pupils review the term syllable. Provide pupils with cards containing the numeral 1 on one side and the numeral 2 on the other.  
As you pronounce the following words, have pupils display the appropriate side of the card to indicate the number of syllables in each word:

hit	slipper	rush	bottle
hitter	thunder	sofa	program
wind	pencil	chair	dish
windy	can	ruler	autumn

For some pupils, you may wish to use the word list again, having pupils identify the vowel sound in each syllable.

## Lesson 15

### Developing vocabulary – multiple meanings

develop vocabulary  
– multiple word  
meanings

1. Write the following sentences on the chalkboard:

We almost missed the train.  
You can train a dog to heel.  
I lost the heel off my shoe.

Have pupils read each sentence and note the underlined words.  
Guide pupils in explaining the meanings of each underlined word.

read sentences

understand word  
meanings

2. Duplicate the following exercise:

Read the sentences.

Think about the meaning of the underlined words.

Draw a picture to show what each underlined word means.

1. The man looked through the field glasses at the birds flying high in the sky. Then he reached for a glass of water.
2. The girls walked home on their snowshoes, leaving tracks on the snow-covered fields. They stopped to watch the train roaring along the tracks from the station.
3. Beth felt sorry for the bats hanging under the cottage roof. Her father was prodding them away with a bat because he didn't want the little brown creatures to get into the cottage.
4. The parcel looked pretty with colorful animal stickers all over it. One seal showed a baby seal playing in the water.
5. The cat raced up the rough bark of the tree trunk when it heard the big dog bark.
6. The boys watched the huge crane lifting a steel beam for the new building. Then they saw a crane standing in the water near the shore. They stood very quietly and watched the bird.
7. A coconut fell from the swaying palm. Robbie looked up at the tall tree, picked up the nut, and held it in the palm of his hand.

draw pictures

share illustrations

discuss word  
meanings

Have pupils share their illustrations and discuss the word meanings.



# GAMES AND ACTIVITIES

## 1. Alphaline

To provide practice in alphabetizing

Make a series of 26 cards, 2 cm x 3 cm, and on each write a word, the first beginning with the letter a, the second with b, and so on, to z. Words may be from core vocabulary or a unit theme. Glue, tape, or staple each word card to a clothespin. Put the tagged clothespins in a box or bag. Have available a length of cord a metre or more long, which a pupil can tie across two chairs or in any convenient place; the cord must be taut and secure. The pupil can then sort the words and clip them onto the clothesline in correct alphabetical order. Have more than one set of words-on-clothespins available. Sets can be color coded to keep them separate.



## 2. Spello

To provide practice in reading and spelling core vocabulary

Make a pile of 6 cm × 15 cm cards on which are printed words from the core vocabulary. Make a deck of 52 cards (6 cm × 10 cm) on which are written the letters of the alphabet (two cards for each letter). Shuffle the word cards and place them on the table, face down. Shuffle the letter cards, deal 3 out to each player, and place the remaining cards on the table. A word card is placed face up on the table. The first player sees if he/she has a letter card that matches one of the letters in the word. If not, the player must draw a letter card from the pile. This continues until the word is spelled. If a player runs out of cards, he/she may take 3 more from the deck. The player who completes the spelling keeps the word card. The next word card is placed face up, and the letter cards reshuffled and dealt out. At the end of the game the player with the most word cards wins.

## 3. Tic-Tac-Toe Sentences

To provide practice in reading core vocabulary and in composing sentences

Make a game board on which there is a grid, 20 cm square, marked off into 5 cm squares. Make small cards 5 cm × 2 cm on which are written words from the core vocabulary. Make sure a good number are verbs. The two players shuffle the cards and, starting at the top right square and moving in an anti-clockwise direction, lay out 8 word cards. The game is played as tic-tac-toe. Each player tries to place 4 markers of his/her color in a row. In order to place a marker, the player must compose a sentence that includes the word that is above the square and the word that is beside it; for example, for the square with the marker shown in the illustration, the sentence might be:

If the boy is not careful, he will break the expensive vase.  
The first player to have 4 markers in a row wins.

	scream	break	green	jump
deer				
boy				
wild				
nan				

## 4. Phonics Concentration

To provide practice in identifying and discriminating between the sounds of vowel combinations

Make a deck of 20 cards on which are printed the following words. Underline the vowel combinations.

boat

book

playing

boy

couch

coal

wood

gray

Joyce

bounce

moon

mail

oil

clown

growing

cool

bait

noisy

flower

crow

The two players shuffle the deck and lay it, with the cards face down, on the table. Each player, in turn, flips over two cards. If the vowels that are underlined on both cards make the same sound, the player keeps the pair. If not, the player turns the cards over again, leaving them in the same place. When there are no cards remaining on the table, the player with the most cards in his/her hand wins.

## 5. Sense Journey

To provide practice in categorizing sense words and to extend vocabulary

Make a game board 32 cm square and make a track of 4 cm squares as shown. On some of the squares, draw or glue pictures of various objects, such as food, plants, machines, people, flowers, animals. Make 15 cards (3 cm × 5 cm). On the back of these write "Sense Card" and on the front of them draw or write one of the five senses –



Have a game dial available and a marker for each of 2-4 players. The Sense Cards are shuffled and placed in the centre of the board. Each player, in turn, spins the game dial and moves the number of squares indicated by the dial. If the player lands on a picture, he/she must take a Sense Card. The player must then give a word to describe the picture that uses the sense indicated on the card. For example, if the player is on a picture of bacon and has picked a "taste" card, he/she might say "Salty." A player who cannot think of a response must return to the square on which he/she was before taking his/her turn.

Used Sense Cards are put at the bottom of the deck. The player who first reaches the end of the Sense Journey wins the game.

Variations: (i) give two responses instead of one  
(ii) take two Sense Cards and give one response for each sense

## 6. Super Squares

To provide practice in reading definitions and in using word elements

Make a number of mimeographed sheets of a grid (about 6 cm × 6 cm) marked off into 2 cm squares and numbered 1, 2, 3 at the left and at the top.

Make a series of Definition Cards such as the following:

1. What the dog did to the boy
2. Frozen Water
3. Five and Five

	1	2	3
1			
2			
3			

Players select a Definition Card and write the correct word in the corresponding column and row, for example:

	1	2	3
1	B	I	T
2	I	C	E
3	T	E	N

Some other Super Squares are:

	1	2	3
1	B	A	D
2	A	C	E
3	D	E	N

	1	2	3
1	A	L	E
2	L	E	G
3	E	G	G

	1	2	3
1	M	A	N
2	A	T	E
3	N	E	T

	1	2	3
1	C	A	B
2	A	P	E
3	B	E	D

## 7. Synonym Spin

To provide practice in naming synonyms and to increase vocabulary

Make a game spinner on a large circle cut out of cardboard (about 30 cm in diameter). Around the outside edge, print words for which there are synonyms that the children might know, for example: happy, small, castle, string, sleepy, hard, present, and so on. Each player, in turn, spins the dial, and says and records a synonym for the specified word. If the player is correct, he/she gets a point. The same synonym cannot be given twice, or by another player. At the end of five minutes, the player with the most points is declared the winner.



## 8. Shoot-a-Root

To provide practice in adding endings to root words

Make several game boards on which are listed 5 root words, for example: →

Make 5 wooden cubes, and on each side write ING, ED, or S/ES. The player rolls the cubes and places the endings on the game board. He/she reads each new word and gains one point for each correct response.

Variations: Change the root cards according to pupils' level. Some responses may have to be written or spelled to show changes in spelling, for example: hop – hopped.

start	_____
color	_____
wind	_____
follow	_____
catch	_____

## 9. Skelences

To provide practice in constructing sentences and punctuating them

Make mimeograph sheets on which you have written sentence outlines such as the following:

M \_\_\_\_\_ .  
 \_\_\_\_\_ p \_\_\_\_\_ b \_\_\_\_\_ .  
 S \_\_\_\_\_ d \_\_\_\_\_ .  
 T \_\_\_\_\_ f \_\_\_\_\_ .  
 \_\_\_\_\_ l \_\_\_\_\_ t \_\_\_\_\_ .

Repeat each outline several times so that the pupil can give several responses to one pattern. Remind pupils to punctuate their sentences correctly. Make several different sheets of outlines.

## 10. Root Spin

To provide practice in adding prefixes and suffixes to root words

Make a set of cards (about 20-30) on which are printed root words such as:

happy	button	wrap	soap	patient	color
friend	merry	order	appear	proper	change
tidy	mount	slow	perfect	quiet	wind
dirt	hop	polite	hurry	fuss	follow

Make a game dial; around the periphery print:

un _____	dis _____	im _____
_____ ly	_____ y	_____ s/es/
_____ ing	_____ er	_____ est

The game is for 2 to 4 players. The cards are shuffled and placed face down on the table. The first player takes a root card, for example, friend, and places it in front of him/her. The player then spins the prefix-suffix dial. If the dial indicates a prefix or suffix that the player can use with the root word "friend" (such as \_\_\_\_\_ly or \_\_\_\_\_s), he/she says, or writes, the new word (friendly, friends) and scores a point. If the player spins a prefix or suffix that cannot be added (for example, \_\_\_\_\_er, \_\_\_\_\_est), he/she scores nothing. (Changes in spelling of the root word are allowed, for example, hop hopped.) Used root cards are placed face up beside the deck.

## 11. Phoneticards

To provide practice in identifying phonetic spelling

Make 30-50 cards on which are printed, in black, words such as: cent, knot, cage, cheese, can, dough, gym, sail.

On the reverse side, in red, write the phonetic spelling of each word. For example,

caught (black) kot (red)

Cards are shuffled and placed red (reverse) side up on the table. The first player looks at the top card and then says and spells (orally or written) the word as it appears on the right (black) side. The player then turns the card over to check his/her response. If the player is correct, he/she keeps the card; if not, the player places the card black side up beside the deck. The player with the most cards at the end of the game wins.

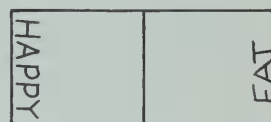
## 12. Antonym Dominoes

To provide practice in using antonyms

Make 24-30 cards resembling dominoes, with a word at each end. Each word must have, on another domino, an antonym that most children will recognize.

Each of two players is dealt an equal number of dominoes.

The first player places one domino down on the table. If the other player has a domino with an antonym, he/she attaches it to the correct end. The player who uses up his/her dominoes first is the winner.



## 13. Alpha War

To provide practice in alphabetical order and in core vocabulary

Make a deck of 52 cards on which are written words from the core or unit vocabulary or any other words children know. Two to three players can play this game. The deck is shuffled. Each child is dealt an equal number of cards. Cards remain face down in a pile in front of each player. Players turn over their top card simultaneously and place them face up in the centre. The card with the word whose first letter is closest to the beginning of the alphabet "takes" the other card(s). The winner must read orally the words on the cards in alphabetical order. The player with the most cards when the decks have run out is the winner.







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